

Craig School of Business

Business Administration (BA)

Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The Craig School of Business (CSB) 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.

CSB's 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.

CSB is accredited by the Association to Advance Collegiate Schools of Business, AACSB International, since 1959. AACSB is the accrediting agency for schools of business and the highest level of accreditation a school of business can achieve. Reaccreditation occurs every six years. The most recent reaccreditation CSB underwent occurred in 2012.

II. Goals and Student Learning Outcomes

1: BA graduates will have discipline specific knowledge

SLO 1 (KN)

*BA Graduates will demonstrate **comprehension of all functional areas of business** (e.g., accounting, finance, marketing, organizational behavior, human resources, legal and social issues, information systems, etc.).*

2: BA graduates will make judgments utilizing business decision support and productivity tools

SLO 2 (IT)

*BA Graduates will demonstrate the ability to make data informed judgments utilizing spreadsheets and other **analytical tools and technology**.*

3: BA graduates will work effectively with others

SLO 3 (TM)

*BA Graduates will demonstrate ability to **work effectively with other people** through effective teamwork practices and to contribute substantively to a group product.*

4: BA graduates will demonstrate an understanding and appreciation for global, cultural and ethical values

SLO 4.1 (GL)

*BA Graduates will demonstrate awareness of **global business environments** and cultural diversity in addressing business problems.*

SLO 4.2 (ET)

*BA Graduates will apply often conflicting **ethical** theories to manage their behavior in business situations.*

5: BA graduates will demonstrate professional development with an applied experience in business

SLO 5 (XP)

*BA Graduates will demonstrate professional career development as a result of at least one **applied experience** in business.*

6: BA graduates will meet core competency in oral communication

SLO 6 (OR)

*BA Graduates will prepare and deliver a coherent, professional **oral presentation** on a business issue.*

7: BA graduates will meet core competency in written communication

SLO 7 (WR)

*BA Graduates will demonstrate the **ability to write** a clear, concise, well-organized and properly framed analysis of a business issue.*

8: BA graduates will meet core competency in quantitative reasoning

SLO 8 (QR)

*BA Graduates will demonstrate the ability to **reason quantitatively**.*

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

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I = Introduced	R = Reinforced			E=Emphasized			M=Mastered		
	SLO 1 KN	SLO 2 IT	SLO 3 TM	SLO 4.1 GL	SLO 4.2 ET	SLO 5 XP	SLO 6 OR	SLO 7 WR	SLO 8 QR
BA105W							R	E	
DS123									R
FIN120	E	E							E
IS130	E	E		R	R				
MGT110	E		E	R	E	E	E		
MGT124	E	E							M
MKTG100S	E		E	E	E	E			
MGT187			M		M	M	M	M	
MKTG188			M		M	M	M	M	
IS187			M		M	M	M	M	
ACC187			M		M	M	M	M	
Internship						M			
StudyAbroad				M		M			

IV. Assessment Methods

A. Direct Measures:

1. Program Functional Areas Exit Exam.

Method: Exam questions are selected from a pool of questions prepared by faculty coordinating and teaching the program core courses. The set of questions cover each functional area in the program. For a given semester, the exit exam coordinator selects five questions from each area. Each student taking the exam answers 10 questions (five from two areas) varying the areas that respective students receive so all areas are covered with a set of sample responses. Student take the exit exam in the practicum project courses. Exams are graded centrally and results are summarized.

2. Information Technology Assignment Rubric

Method: Students create a model in MS Excel to support scenario analysis (what-if) and decision making and write up a recommendation based on results obtained as part of the IS130 course requirements. The model and recommendation are assessed using the Information Technology Rubric. Each instructor assesses the students in each section.

3. Team Work Activity Rubric

Method: Students participate in a business simulation where they are required to write memos, give an impromptu presentation, and take part in group meetings. The activity is part of the CSB Assessment Center, is approximately a three-hour session, and is video-taped. The Assessment Center Rubric is used to assess team work.

4. Multicultural Awareness Unit Exam
Method: Students complete a unit on multicultural awareness and take an exam after they complete the unit. Exams are collected and graded by the course coordinator.
5. Ethical Behavior Activity Rubric
Method: Students participate in a business simulation where they are required to write memos, give an impromptu presentation, and take part in group meetings. The activity is part of the Assessment Center, is approximately a three-hour session, and is video-taped. The Assessment Center Rubric is used to assess ethical behavior.
6. Capstone Project Rubric
Student work on projects that address business problems for a local business organization acting as a client. The Project Rubric is used to assess each capstone project. The course instructor assesses the projects.
7. Oral Presentation Rubric
Method: Students record a video of themselves giving a presentation regarding how they were going to improve, and or build upon, the Assessment Center results identified in their feedback. Presentations are four minutes in length and is to be recorded and then uploaded as private YouTube video. The Assessment Center Rubric is used to assess oral communication.
8. Writing Assignment Checklist
Method: Students write a piece as part of the course BA 105W. Student works is collected and scored by business professionals and school faculty using a writing checklist.
9. Quantitative Reasoning Assignment Rubric
Method: Students create and analyze mathematical models that may include formulas, graphs, tables, or schematics, and draw inferences from them. The Quantitative Reasoning Rubric is used to assess this assignment.
B. Indirect Measure(s):
1. Service Learning Activity Checklist.
Method: Students participate in a service learning activity/project as part of the curriculum of MKT100S. At the end of the activity/project students write a reflection of the activity/project. The reflection is assessed using the Writing Checklist.
2. Internship Program Intern and Employer Surveys
Method: Students take part of an internship in a local business organization. Employers and Interns fill out a survey at the end of the internship.
3. International Business Programs Study Abroad Survey
Method: Students participate in the Study Abroad Summer Program. In this program, students take classes and visit local business organizations. Students fill out the survey at the end of the program.

V. Student Learning Outcomes X Assessment Methods Matrix

	SLO 1 (KN)	SLO 2 (IT)	SLO 3 (TM)	SLO 4.1 (GL)	SLO 4.2 (ET)	SLO 5 (XP)	SLO 6 (OR)	SLO 7 (WR)	SLO 8 (QR)
Exit Exam	X								
Information Technology Assignment		X							
Team Work Activity			X						
Multicultural Exam				X					
Ethical Behavior Activity					X				
Oral Presentation							X		
Written Assignment								X	
Quantitative Reasoning Assignment									X
Capstone Project		X	X			X	X	X	
Service Learning Activity						X			
Internship Program						X			
International Business Program				X		X			

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Year 2015 to 2016

CSB assesses the eight SLOs every year. The majority of SLOs are assessed twice yearly.

SLO	Method	Role	Date
SLO 1 (KN)	Exit Exam	Dean's Office	November and May
SLO 2 (IT)	Technology and Decision Making Rubric	IS130 Coordinator	November and May
SLO 3 (TM)	Team Work Rubric	MGT110 Coordinator (Assessment Center)	November and May
SLO 4.1 (GL)	Global Awareness Test	MKT100S Coordinator	November and May
SLO 4.2 (ET)	Ethical Behavior Activity Rubric	MGT110 Coordinator (Assessment Center)	November and May
SLO 5 (XP)	Service Learning Checklist	MKT100S	November and May
SLO 5 (XP)	Study Abroad Checklist	IBP Office	Summer
SLO 5 (XP)	Internship Surveys	SPD Office	Summer
SLO 6 (OR)	Oral Communication Rubric	MGT110 Coordinator (Assessment Center)	November and May
SLO 7 (WR)	Written Communication Rubric	IS105W Coordinator	Summer
SLO 8 (QR)	Quantitative Reasoning Rubric	DS71 Coordinator	November and May

Year 2016 to 2017

CSB assesses the eight SLOs every year. The majority of SLOs are assessed twice yearly. This year we plan to assess a few of the SLOs at two different times in the program, first semester junior year and second semester senior year, in two of the four capstone courses, MGT187 and IS187. Assessing SLOs at the end of the program should provide a more accurate measure of SLOs attainment. Students enrolled in the various options of the program take one of these capstone courses. The assessment schedule for the remaining SLOs will remain the same as the previous year.

SLO	Method	Role	Date
SLO 1 (KN)	Exit Exam	Dean's Office	November and May

SLO 2 (IT)	Technology and Decision Making Rubric	IS130 Coordinator	November and May
SLO 3 (TM)	Team Work Rubric	MGT110 Coordinator MGT 187 and IS187 (Assessment Center)	November and May Juniors and Seniors
SLO 4.1 (GL)	Global Awareness Test	MKT100S Coordinator	November and May
SLO 4.2 (ET)	Ethical Behavior Activity Rubric	MGT110 Coordinator MGT 187 and IS187 (Assessment Center)	November and May Juniors and Seniors
SLO 5 (XP)	Service Learning Checklist	MKT100S	November and May
SLO 5 (XP)	Study Abroad Checklist	IBP Office	Summer
SLO 5 (XP)	Internship Surveys	SPD Office	Summer
SLO 6 (OR)	Oral Communication Rubric	MGT110 Coordinator MGT 187 and IS187 (Assessment Center)	November and May Juniors and Seniors
SLO 7 (WR)	Written Communication Rubric	IS105W Coordinator	Summer
SLO 8 (QR)	Quantitative Reasoning Rubric	DS71 Coordinator	November and May

Year 2017 to 2018

CSB assesses the eight SLOs every year. The majority of SLOs are assessed twice yearly. This year we plan to assess a few of the SLOs at two different times in the program, first semester junior year and second semester senior year, in two of the four capstone courses, MKTG188 and ACCT187. Assessing SLOs at the end of the program should provide a more accurate measure of SLOs attainment. Students enrolled in the various options of the program take one of these capstone courses. The assessment schedule for the remaining SLOs will remain the same as the previous year.

SLO	Method	Role	Date
SLO 1 (KN)	Exit Exam	Dean's Office	November and May
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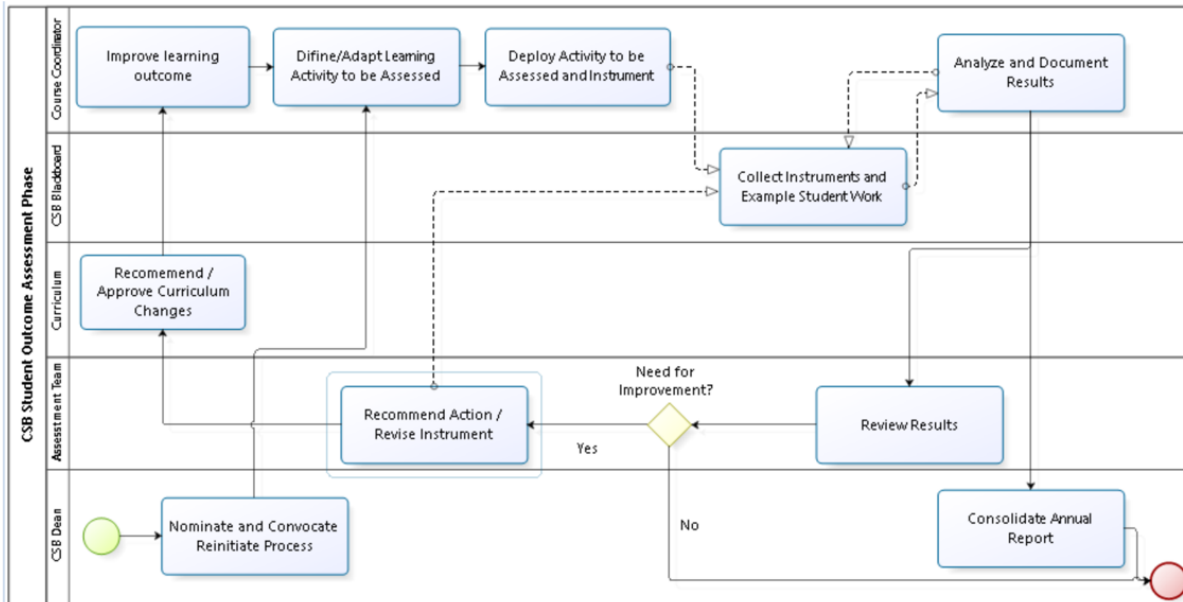
SLO 4.1 (GL)	Global Awareness Test	MKT100S Coordinator	November and May
SLO 4.2 (ET)	Ethical Behavior Activity Rubric	MGT110 Coordinator MKT 188 and ACC187 (Assessment Center)	November and May Juniors and Seniors
SLO 5 (XP)	Service Learning Checklist	MKT100S	November and May
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VII. Process for Closing the Loop

The Craig School of Business has a Committee on Undergraduate Program (CUP) responsible for monitoring the undergraduate program, suggesting curriculum and course changes, and reviewing changes proposed by others. An Assessment Team was recently created to oversee and coordinate assessment activities and result analysis. One member of CUP is also in the Assessment Team and serves as liaison between the two entities.

In coordination with CUP, the Assessment Team work with course and assessment activity coordinators to ensure assessment activities are conducted timely and the instruments are used appropriately. Currently the CSB Deans and members of the Assessment Team analyze assessment results and report these to CUP, Department Chairs and faculty at large during faculty meetings. Faculty are asked to emphasize the areas where results are lower than expected. The process of closing the loop is illustrated in the picture below.

CSB Student Outcome Assessment Process



In the fall 2016 semester, CUP reviewed three of the core courses (MGT 110, IS130, and DS123) for consistency across sections; quality and AMP245 compliance of syllabi; consistency between course goals, SLOs, and assessment; and closing the loop changes. In the spring 2017 semester, the rest of the core courses (MGT124, B105W, and MKGT100S) are being reviewed.