

MBA and EMBA Programs

Craig School of Business

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. Mission Statement

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The Craig School of Business at the 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.

[Guide: The mission statement gives a general direction for teaching and learning. The mission statement for a program should be in keeping with the mission of the university while addressing the needs of the program. Each of the mission statements should address the long term needs of the program.]

II. Goals and Student Learning Outcomes

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Note: There are no set number of goals and outcomes. You may indicate as little or as many goals and outcomes as needed. The outline below only serves as a formatting guide.

The objective of the Master of Business Administration (MBA) program is to prepare students for successful careers in managerial roles in private industry, public sector agencies, and not-for-profit institutions. The MBA prepares students for managerial careers with the following program goals:

- To develop effective solutions using critical thinking skills
- To demonstrate knowledge of business theory and practice
- To demonstrate effective written and oral communication skills
- To comprehend the ethical consequences of actions and to acquit themselves ethically as students, employees, business owners, and community leaders
- To recognize the need for life-long learning through continuing professional education and other efforts

To measure the goals of the MBA program, specific Student Learning Outcomes (SLOs) have been defined. The graduate of the program should be able to:

- Demonstrate enhanced critical thinking skills
- Demonstrate knowledge of business theory and practice across a wide range of business disciplines
- Communicate effectively in both oral and written mediums

- Apply ethical frameworks across integrated business situations
- Develop self awareness and the ability to plan for career adaptation effectively

[Guide: Goals are general statements supporting the mission but are specific to a discipline. These statements give specificity to a program and serve as a guide to long-term directions for student learning. The major distinction between goals and objectives is the non-behavioral nature of goals. Goals may contain student learning outcomes such as appreciate, understand, and value. These are all worthy aspirations but cannot be measured directly.]

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

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Learning Outcomes Versus Program Requirements (Core)

Learning Outcome	MBA 210	MBA 211	MBA 212	MBA 213	MBA 214	MBA 215
SLO 1	R	I	R	R	R	R
SLO 2	I	R	R	R	R	R
SLO 3	I	R	R		R	
SLO 4				I	R	M
SLO 5	I					

I – Introduces R = Reinforces M= Mastery

Learning Outcomes Versus Program Requirements (Electives and Integrative Requirements)

Learning Outcome	Elective 1	Elective 2	Elective 3	Elective 4	MBA 279	MBA 298 or 299
SLO 1					M	M
SLO 2	R	R	R	R	M	M
SLO 3	R	R	R	R	M	M
SLO 4					M	M
SLO 5					M	

I – Introduces R = Reinforces M= Mastery

[Guide: A curriculum map is an organizational tool to plot student progress in attaining the objectives for a program. A course-by-objective curriculum map should make clear where in the program students are introduced, reinforced, emphasized, and mastered the stated learning objectives. In addition to courses, other required activities such as projects and major papers required for progress in the program could be included in the curriculum map. This map should be used to identify points in the program where direct measurements of student learning can be made.]

IV. Assessment Methods

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A. Direct Measures (at least three)

1. Rubrics
2. Assessment Center
3. Program-Wide Content Exam
4. Course Embedded Project
5. ETS Criterion

B. Indirect Measures (*Alumni Survey is required*)

1. Exit Survey
2. Alumni Survey

[Guide: In contrast to indirect measures such as opinion surveys and instruments that gather self-reports and/or third-party reports of student knowledge, direct measures of student learning are generated when students are evaluated in their performance of a stated objective. To obtain a direct measure of student learning, systematically gather data across student performances using scores on standardized or locally prepared examinations or activities, or scoring rubrics for performances, projects, theses, etc. If you choose to base your assessment in part on culminating experiences or portfolios be explicit in explaining how the products of these activities will be analyzed.]

V. Student Learning Outcomes X Assessment Methods Matrix

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Learning Outcomes Versus Assessment Tools

Learning Outcome	Assessment Center (Direct)	Exit Survey (Indirect)	Alumni Survey (Indirect)	Program-Wide Content Exam (Direct)	Course Embedded project (Direct)	ETS Criterion (Direct)	Rubric (Direct)
SLO 1	X			X			X
SLO 2		X	X	X			
SLO 3	X	X	X			X	X
SLO 4		X	X				X
SLO 5		X	X		X		

[Guide: SOAPs should include a matrix that shows linkages between outcomes and the methods designed to measure performance on those outcomes.]

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

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Year 20 to 20

Method 1: Assessment Center (currently in use)

Method 2: Exit Survey (Currently in use)

Method 3: Alumni Survey (Currently in use)

Method 4: Program-Wide Content Exam (To be implemented AY 2011-2012)

Method 5: Course Embedded Project (To be implemented AY 2011-2012)

Method 6: ETS Criterion (to be implemented AY 2011-2012)

Method 7: Rubrics (Currently in use)

[Guide: SOAPs should include a simple, concise timeline that states when each assessment technique will be carried out. Be specific about the year. Rather than Year 1, Year 2, use AY 2008-09, AY 2009-10, etc.]

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

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Action Plan #1: Clarify entrance requirements for MBAE

Implementation: MBAE – now EMBA. The entrance requirements for candidates interested in the Executive MBA program include a minimum of ten years of work experience, three of which must be in a significant managerial or professional role. Although the GMAT is waived for EMBA students, a GPA of 2.5 – considered circumstantially is desirable; however, a GPA of 3.0 must be maintained once accepted into the program in order to graduate. All entrance submissions are reviewed by a committee of three persons to assess the subjectivity of “work experience” and to make the appropriate recommendations for acceptance/ denial. The average age for the EMBA program is thirty-five compared to the average age of the traditional MBA program, which is twenty-six.

Action Plan #2: Recommend development and implementation of the SOAP.

Implementation: The Student Outcomes Assessment Plan (SOAP), completed in January of 2010, describes the method and application of student assessments. Students were assessed in a total of six areas. The SOAP is included in Appendix C-1.

The first measurement of student outcomes is through a variety of exercises conducted by the “Assessment Center.” The Assessment Center was designed by “Dr. Bill Bommer, a college faculty member, who conducts assessment centers for approximately a dozen schools of business across the United States.”¹ A variety of exercises were chosen to measure the following skills: leadership initiative, decision making, organizing, communication, and teamwork. Students in MBA 210, one of the earlier courses in the MBA class structure, were contrasted with students in MBA 287, the capstone strategy class, typically taken later in the program. The scores of students in each class were measured and analyzed to determine students progress and

¹ Verbatim from Jan 2010 SOAP

learning in the listed areas. It was determined that students in MBA 287 were not scoring significantly higher than students in MBA 210. As a result, there are some planned changes for the MBA 210 course for Spring 2011, which are discussed later in this report.

Additionally, students who participated in the Summer 2009 International Experience Program in Dijon and Brussels were asked to evaluate their skills before and after the program. Students ranked their skills, based on their current international knowledge before the program and then on their experiences after the program, across a total of twelve skills. The skill areas assessed were verbal communication skills, written communication skills, ethical judgment, interpersonal skills, motivation/initiative, work ethic, team work skills, analytical/quantitative skills, flexibility/adaptability, computer skills, intercultural skills, and global knowledge. Every skill listed, other than computer skills, recorded an improvement in the skill between two and thirty percent.

The third area of assessment was students' writing abilities. Students were tested in three areas; style and format, mechanics, and content/organization in three classes. The other three areas examined in the January 2010 SOAP included oral presentation skills, quantitative skills, and the quality of EMBA/MBA projects and theses. As stated, the full report is located in Appendix C-1.

Action Plan #3: Verification regarding the implementation of the rubric for graduate writing.

Implementation: The implementation for this action is the same as action #4 for the External Program Review and so the same verbatim satisfies. A new writing rubric was implemented in MBA 210 to assess students' writing skills. The professor rates the student on a 1 to 4 scale, where 3 or better is a passing score for the writing component. Students are giving a separate evaluation for completing course material; a score lower than a three on the writing rubric requires additional actions for remediation on behalf of the student.

Action Plan #4: Request clarification of the submission of policy, membership in the graduate faculty.

Implementation: Membership in the graduate faculty has been defined such that instructors must be either Academically Qualified (AQ) or Professionally Qualified (PQ) through AACSB. Academically Qualified instructors are given priority for teaching and currently ninety-five percent of the graduate instructors at CSB fall into this rating. Professionally Qualified instructors must have substantial consulting or professional activities documented and must build on their accomplishments each year. For most PQ instructors, achieving this requirement means maintaining a career or conducting research in addition to teaching responsibilities. Additionally, PQ instructors are required to have taught at least one graduate class previously, although this requirement can be considered on a case-by-case basis to allow for upcoming instructors, and must maintain an above average score on teaching evaluations. PQ instructors are utilized only if AQ instructors are not available.

[Guide: Closing the loop refers to using the findings for improvement of curricula, instruction or programs. This is the reason for doing assessment. Without it, the preceding steps are meaningless. How findings were used to draw conclusions and/or make change must be documented, although that documentation does not need to be extensive.]