

**Student Learning Outcomes Committee 2011
Department/Program Assessment Results Report**

Department/Program: Business Administration, Executive MBA

Degree/Program: MBA

Date Submitted: 4-15-11

The purpose of this report is to communicate the assessment activities that have taken place during the last academic year, as well as to convey how the results are being used **to improve student learning at the program level**. The report should be kept as succinct as is possible, while answering the following questions clearly and conscientiously:

I. Working from your assessment report of last year, please discuss some changes made or strategies implemented in response to last year's results.

Not applicable.

II. Drawing upon the goals and objectives contained in the department/program student learning assessment plan, what was the focus of the department's student learning assessment for the past academic year?

- A. This section should list the student learning goals and objectives that were the focus for the report year (selected from your complete set of goals and objectives).
- B. It would also be helpful to note here the student learning goals and objectives that you intend to assess during the next year.

The College of Business Administration (CBA) has a set of four common goals for all Executive MBA students. This report focuses on the set of common goals (**** denotes SLOs included in this year's report**). They are:

Goal 1: Develop a solid foundation in theoretical concepts and managerial skills needed to lead business organizations.

Learning Outcomes:

- **1.** Apply theoretical concepts in accounting, statistics, organizational behavior, finance, economics, marketing, and operations to make business decisions.
- **2.** Employ methods of accounting, statistical data analysis, organizational behavior, finance, economics, marketing, and operations to support business decision making

Goal 2: Develop an awareness of the domestic and global economic, legal, ethical, and technological environment in which managers make and implement decisions.

Learning Outcomes:

- 1. Identify and critically analyze salient legal and moral business issues.

2. Evaluate the impact that changes in the domestic and global economic environment have on the business climate.
- ** 3. Analyze the impact that technological and product innovations have on the competitiveness of firms.

Goal 3. Enhance skills needed to lead business organizations

Learning Outcomes:

- ** 1. Negotiate and collaborate with others in situations with differing interests and objectives;
2. Demonstrate the ability to lead a team.

Goal 4: Acquire the capacity to formulate and communicate strategies to solve business problems and pursue opportunities.

Learning Outcomes:

- ** 1. Analyze a business problem in new and unfamiliar circumstances through the integration of relevant disciplines.
- ** 2. Formulate strategies to solve business problems and pursue opportunities and communicate these strategies in a clear and concise manner.

GOAL	ASSESSMENT DATE
Goal 4: SLO 1 Goal 4: SLO.2 Goal 2: SLO.3	Spring 2011 Spring 2011 Spring 2011
Goal 3: SLO 1 Goal 3: SLO.2	Fall 2010 October 2009
Goal 1: SLO 1 Goal 1: SLO 2	Fall 2010 Fall 2010
Goal 2: SLO 1 Goal 2: SLO 2	April 2009 July 2009

III. What information was collected, how much, and by whom?

- A. This section should briefly describe the methodology used to examine the targeted goals and objectives. Please attach relevant scoring rubrics, surveys, or other materials used to examine student learning to the back of the report, as Appendices.
- B. Please note that the expectation here is that programs will make use of **direct** measures of student learning outcomes.

Goal 1: Develop a solid foundation in theoretical concepts and managerial skills needed to lead business organizations.

This goal has two corresponding student learning outcomes. Both of the SLOs were assessed in the current cycle.

Learning Outcomes:

1. Apply theoretical concepts in accounting, statistics, organizational behavior, finance, economics, marketing, and operations to make business decisions.
2. Employ methods in accounting, statistics, organizational behavior, finance, economics, marketing, and operations to support business decisions.

Goal 1, SLO 1 and 2 were assessed by the case analysis of Samsung Electronics.

What business level strategy has the Samsung memory division been pursuing? Please explain and provide compelling evidence from the case to support your claim.

Goal 2: Develop an awareness of the domestic and global economic, legal, ethical, and technological environment in which managers make and implement decisions.

Learning Outcomes:

This goal has three corresponding student learning outcomes. One of the SLOs (#2.3) was assessed in the current cycle.

Learning Outcomes:

3. Analyze the impact that technological and product innovations have on the competitiveness of firms.

The above SLO was assessed by the case analysis of Samsung Electronics.

What business level strategy has the Samsung memory division been pursuing? Please explain and provide compelling evidence from the case to support your claim.

Goal 3: Enhance skills needed to lead business organizations

This goal has two corresponding student learning outcomes. One of the SLOs (#3.1) was assessed in the current cycle.

Learning Outcome:

1. Negotiate and collaborate with others in situations with differing interests and objectives.

The above SLO for Goal 3 was assessed through simulated negotiation covering the planning, execution and debriefing of a negotiation for BA 707: Negotiation, Fall 2010.

Goal 4: Acquire the capacity to formulate and communicate strategies to solve business problems and pursue opportunities.

This goal has two corresponding student learning outcomes. Both of the SLOs were assessed in the current cycle.

Learning Outcomes:

1. Analyze a business problem in new and unfamiliar circumstances through the integration of relevant disciplines.
2. Formulate strategies to solve business problems and pursue opportunities and communicate these strategies in a clear and concise manner.

The SLOs were assessed were assessed through a simulation called Strategic Innovation Simulation: Back Bay Battery.

See Appendices I, II, and III for results.

IV. What conclusions were drawn on the basis of the information collected?

- A. This section should briefly describe the results (in summary form) in regard to how well students have met the targeted goals and objectives. For example, what percentage of students met the objectives? Is this a satisfactory level of performance? What areas need improvement?
- B. Whenever it is possible to do so, please organize and present collected data by way of tables and/or graphs. [Note: the committee expects and welcomes both quantitative and qualitative data, so this suggestion should not be construed as seeking quantitative data only.]

The student performances met the Acceptable Score and provide evidence that associated Learning Outcomes are being adequately achieved.

V. How will the information be used to inform decision-making, planning, and improvement?

- A. This section should describe the strategies that will be implemented for program improvement as a result of the conclusions drawn from the assessment activities.
- B. The program change may pertain to curricular revision, faculty development, student services, resource management, and/or any other activity that connects to student success.

No specific programmatic changes appear called for at this time. Students appear to have mastered the learning outcomes assessed this year.

Report completed by: Chris Graham, Executive Director, Specialized Programs & External Affairs

Date: June 20, 2011

APPENDIX I

To: Chris Graham, Director
Executive & Specialized Management Programs

From: Nikhil P. Varaiya

Subject: Assessment Report
BA 790: Directed Readings in Finance, Spring 2011

GOAL	ASSESSMENT DATE and COURSE
Goal 4: SLO 1	May 2011 - BA 790
Goal 4: SLO.2	May 2011 - BA 790
Goal 2: SLO.3	May 2011 - BA 790

Goal 4: Acquire the capacity to formulate and communicate strategies to solve business problems and pursue opportunities.

Learning Outcomes:

1. Analyze a business problem in new and unfamiliar circumstances through the integration of relevant disciplines.
2. Formulate strategies to solve business problems and pursue opportunities and communicate these strategies in a clear and concise manner.

Goal 2: Develop an awareness of the domestic and global economic, legal, ethical, and technological environment in which managers make and implement decisions.

Learning Outcomes:

3. Analyze the impact that technological and product innovations have on the competitiveness of firms.

Both SLOs for Goal 4, and SLO 3 for Goal 2 were assessed through a simulation called **Strategic Innovation Simulation: Back Bay Battery**. This simulation bridges theories in innovation and the impact of an emerging disruptive technology to a real-world context in which managers/firms must decide about investing in innovative technologies under uncertainty.

In the simulation the student plays the role of a Division Manager of Back Bay Battery, which manufactures nickel metal hydride (NiMH) batteries. The manager must determine the appropriate timing and level of R&D expenditures for both the existing NiMH battery technology and a new, potentially, disruptive, ultracapacitor energy storage technology. Throughout the simulation (that goes through eight years) the students must respond to constant evolution in the end-user markets and the two energy storage technologies.

The simulation is run in two phases. In phase one, students are allowed a maximum of 20 runs and each student works alone to complete the simulation (subject to the parameters imposed in this phase). Each student will complete a report that : (i) highlights the history of cumulative net profit at the end of each completed simulation run; (ii) a discussion of the evolution of the manager's investment strategy culminating with the strategy that results in the maximum cumulative net profit, and (iii) the lessons learned from the simulation.

In phase two (which is completed two weeks later) the students work in teams (averaging five students) and are given two hours to complete a team simulation (wherein the demand parameters have been changed significantly from the individual simulation runs which increases the complexity of the environment in which the students must select their investment strategies) with a maximum of 10 runs. In the next two hours each team must prepare a Power Point presentation (not to exceed 15 minutes) that must address items (i) – (iii)

Scoring Rubric

1. Simulation: Phase One: 100 points: report to be evaluated based on quality of responses to items (i) – (iii) above.

Acceptable Score is 70% of total points.

The average score on the report is 82 with a range of 70 to 90 and indicates evidence that the associated Learning Outcomes are being adequately achieved.

2. Simulation: Phase Two: Each team and each team member is graded on a three-point scale: Below Expectations – 1 point; Meets Expectations – 2 points; and Exceeds Expectations – 3 points; see Appendix for grading rubric.

Acceptable Score is 2 points.

There were a total of 7 teams comprising 38 students. Each of the seven teams had a team score of 3 points – Exceeds Expectations whereas individual contributions in the team presentations ranged between 2 points – Meets Expectations to 3 points - Exceeds Expectations

Acceptable Score is 2 points.

The average score across the seven teams and for individuals on the teams exceeds 2 points and indicates evidence that the associated Learning Outcomes are being adequately achieved.

As part of on-going assessment efforts, to better meet the University Plan B requirements, and to help improve students' oral presentation skills the Graduate Committee is evaluating the communication skills of 790 team members. Please rate each of the students in your Spring 2011 790 students on the following traits. Provide any general feedback or comments you feel may be relevant to improving student presentation skills and informing the redesign of a presentation workshops that have been created for SDSU EMBA students.

Trait	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
Make professional oral presentations that are organized, develop rapport with the audience, and appropriately use media.	Lacks logical sequencing of information, relies heavily on slides, lacks eye contact or connection with audience.	Follows logical sequencing of information but structure could be improved, relies on slides, maintains eye contact and generally connects with audience.	Follows logical sequencing of information and structure/flow is compelling, relies moderately on slides, maintains eye contact and connects with audience.
Make professional oral presentations with appropriate voice quality, pace, mannerisms, body language, professionalism and appearance.	Mumbles, mispronounces, speaks too fast, distracting mannerisms, appears nervous, inappropriate word choice.	Easily understood, no significantly distracting mannerisms, body language mostly demonstrates comfort, may lack some confidence, acceptable word choice.	Enthusiastic and engaging, speaks clearly at comfortable pace, body language maintains audience's interest, appears confident and has command of topic.

APPENDIX II

To: Chris Graham, Director
Executive & Specialized Management Programs

From: Martina Musteen
Subject: Assessment Report
BA 703: Strategic Management, Fall 2010

GOAL	ASSESSMENT DATE and COURSE
Goal 1: SLO 1	Dec 2010 – BA 703
Goal 1: SLO 2	Dec 2010 – BA 703

Goal 1: Develop a solid foundation in theoretical concepts and managerial skills needed to lead business organizations.	
Learning Outcomes:	
1. Apply theoretical concepts in accounting, statistics, organizational behavior, finance, economics, marketing, and operations to make business decisions.	
2. Employ methods in accounting, statistics, organizational behavior, finance, economics, marketing, and operations to support business decisions.	

The above goal and associated SLOs were assessed through a final exam consisting of a case analysis in BA 703: Strategic Management, Fall 2010.

Goal 1, SLO 1 and 2 were assessed by Question 3 related to the case analysis of Samsung Electronics.

Scoring

What business level strategy has the Samsung memory division been pursuing? Please explain and provide compelling evidence from the case to support your claim. (15 points)

Acceptable Score is 70% of total points.

The average score was 89 points.

The student performance met the Acceptable Score and provides evidence that associated Learning Outcomes are being adequately achieved.

APPENDIX III

To: Chris Graham, Director
Executive & Specialized Management Programs

From: Paul J. Graf

Subject: Assessment Report
BA 707: Negotiation

<u>GOAL</u>	<u>ASSESSMENT DATE and COURSE</u>
Goal 3 SLO 1	February 2011 – BA 707

Goal 3: Enhance skills needed to lead business organizations

Learning Outcomes:

1. Negotiate and collaborate with others in situations with differing interests and objectives.

The above SLO for Goal 3 was assessed through a simulation covering the planning, execution and debriefing of a negotiation for BA 707: Negotiation, Fall 2010.

Scoring Rubric

The simulation was graded based on the student's knowledge and use of negotiating tools and techniques.

Acceptable Score is 70% of total points.
100% of students exceeded this minimum.

The student performance met the Acceptable Score and provides evidence that associated Learning Outcomes are being adequately achieved.

Scoring

Negotiation

The General Counsel of Colossal Studios has been asked by the board of Colossal to participate in a negotiation with the CEO/Producer of Colossal. The negotiation is with Disney talent regarding a prospective film deal.

Score Sheet

Skills and techniques measured :

Working with Conflict

Flexibility

Strategizing

Integrative Negotiating

A. MOVIES

Points

One-Picture Deal

Two Picture Deal

B. OPTIONS (Choose one of the following options)

Studio has the option:

One additional movie (same genre)

One additional movie (any genre)

C. THEME OF FIRST MOVIE

D. LOCATION OF PROMOTIONAL POSTER

E. STUDIO TO EXERCISE BEST EFFORTS TO SIGN THE FOLLOWING CO-STAR