San Diego State University

Detailed Assessment Report
2016-2017 CBA Entrepreneurship, BS
As of: 5/12/2017 08:53 AM PST

Program Mission

The mission of the undergraduate program in Management is to educate students on the roles and responsibilities of managing within an organization. For students choosing a specialization in entrepreneurship (ENT), the goal is to provide a foundation in the overall entrepreneurial process with an emphasis on opportunity recognition and evaluation, concept development, resource procurement and implementation.

Program Learning Goals

PLG 1: International

Demonstrate knowledge of the international nature of management.

PLG 2: Strategy

Demonstrate knowledge of the analysis, formulation and implementation of strategy in established or entrepreneurial organizations.

PLG 3: Ethics

Demonstrate knowledge of ethical frameworks and theories and how to apply them in business situations.

PLG 4: Leadership

Demonstrate knowledge in the area of leadership.

PLG 5: Knowledge of the Entrepreneurial Process

Display knowledge of the key elements of the entrepreneurial process including opportunity recognition and evaluation, concept development, resource procurement, and implementation leading to the creation and capture of value.

PLG 6: Opportunity evaluation and concept development

Demonstrate knowledge of the key elements of the entrepreneurial process related to opportunity evaluation and business concept development.

PLG 7: A New Venture Business Plan

Employ knowledge of the components of a new venture business plan.

Degree Learning Outcomes / Objectives, with Any Associations and Related Measures, Benchmarks, Findings, and Closes the Loop

DLO 1: Cultural Dimensions

Identify the cultural dimensions that distinguish different countries on work-related attitudes.

Connected Documents
ENT Curriculum Map
ENT Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA MGT ENT - 2007 Annual Report
BSBA MGT ENT - 2008 Annual Report
BSBA MGT ENT - 2009 Annual Report
BSBA MGT ENT - 2010 Annual Report
BSBA MGT ENT - 2011 Annual Report

M 2: Management Assessment Test

The Management Assessment Test (MAT) is a multiple-choice exam consisting of 18-20 questions that is administered in the capstone strategy class (MGT 405) that students typically take in their senior year. Each fall, the Management Department includes questions on this exam that correspond to DLOs that are being assessed that semester. The exam questions used on the MAT are provided in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

We aim to achieve a passing rate of 70% for each student learning outcome when in-class (formative) assessment is administered and a 60% passing rate for out-of class (summative) assessment.

Finding (2016-2017) - Benchmarks: Met

The multiple-choice Management Assessment Test included 18 items, nine of which measured DLO 1.1 and nine of which measured DLO 1.2. The exam was administered to six of the ten sections of BA 405 in November 2016. Three of the sections assessed were taught by lecturers and three by tenured/tenure-track faculty. Some items on the MAT were carried over from the last time these DLOs were assessed (i.e., Fall 2013), and some items were newly created for two reasons: (1) to increase the number of items assessing each DLO and (2) some of the previously-used items were unclear or did not suitably fit the DLO.

DLO1.1 MAT Percent correct responses across 9 items: 82.8%

Finding (2013-2014) - Benchmarks: Met

SLO	MAT Item #	# of students who answered item correctly	% of students who answered item correctly	Average % of students answering overall SLO questions correctly
1.1	8	90	89.1%	
1.1	9	73	72.3%	
1.1	10	81	80.2%	
1.1	11	79	78.2%	
1.1	12	32	31.7%	
1.1	13	63	62.4%	
1.1	14	42	41.6%	
1.1				65.1%

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

Closing the Loop

Established in Cycle: 2013-2014

Although the benchmark for this SLO was met, faculty in the organizational behavior area met and came up with the following fe...

DLO 2: Country-Specific Strategies

Analyze how different countries require different strategies.

Connected Documents

ENT Curriculum Map
ENT Curriculum Map - Required Courses Only

Related Measures

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Source of Evidence: Existing data

Connected Documents

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BSBA MGT ENT - 2011 Annual Report

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Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

We expect that the average percentage of correct responses across the items in a particular SLO will be 60% for the MAT as an outside of class assessment.

Finding (2016-2017) - Benchmarks: Met

The multiple-choice Management Assessment Test included 18 items, nine of which measured DLO 1.1 and

nine of which measured DLO 1.2. The exam was administered to six of the ten sections of BA 405 in November 2016. Three of the sections assessed were taught by lecturers and three by tenured/tenure-track faculty. Some items on the MAT were carried over from the last time these DLOs were assessed (i.e., Fall 2013), and some items were newly created for two reasons: (1) to increase the number of items assessing each DLO and (2) some of the previously-used items were unclear or did not suitably fit the DLO.

DLO1.2 for entrepreneurship specialization is: Percent correct responses across 9 items: 75.8%.

DLO 3: Global Strategy

Identify and apply relevant concepts, frameworks, and techniques to identify opportunities and problems of firms competing in a global business context, and formulate and implement appropriate strategies

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ENT Curriculum Map - Required Courses Only

Related Measures

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Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:
We expect that the average percentage of correct responses across the items in a particular SLO will be 60% for the MAT as an outside of class assessment.

Finding (2014-2015) - Benchmarks: Met
In the Fall 2014, four items were administered on the MAT to assess this learning outcome. The percentage of students answering each item correctly was as follows: Item 1 = 86%, Item 2 = 50%, Item 3 = 43%, and Item 4 = 79%. Overall, the percentage of students correctly answering the items within this learning outcome was 65%.

DLO 4: Functional Area Integration

Identify and apply relevant concepts, frameworks, and techniques to identify and address strategic business issues from a general management perspective, cutting across functional areas

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Source of Evidence: Existing data
Connected Documents
BSBA MGT ENT - 2007 Annual Report
BSBA MGT ENT - 2008 Annual Report
BSBA MGT ENT - 2009 Annual Report
BSBA MGT ENT - 2010 Annual Report
BSBA MGT ENT - 2011 Annual Report

M 2: Management Assessment Test

The Management Assessment Test (MAT) is a multiple-choice exam consisting of 18-20 questions that is administered in the capstone strategy class (MGT 405) that students typically take in their senior year. Each fall, the Management Department includes questions on this exam that correspond to DLOs that are being assessed that semester. The exam questions used on the MAT are provided in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:
We expect that the average percentage of correct responses across the items in a particular SLO will be 60% for the MAT as an outside of class assessment.

Finding (2014-2015) - Benchmarks: Met
In the Fall 2014, four items were administered on the MAT to assess this learning outcome. The percentage of students answering each item correctly was as follows: Item 1 = 79%, Item 2 = 79%, Item 3 = 86%, and Item 4 = 100%. Overall, the percentage of students correctly answering the items within this learning outcome was 86%.

DLO 5: Ethical Theory Application
Apply 4-6 ethical theories to current business situations.

Connected Documents
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ENT Curriculum Map - Required Courses Only

Related Measures

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BSBA MGT ENT - 2007 Annual Report
BSBA MGT ENT - 2008 Annual Report
BSBA MGT ENT - 2009 Annual Report
BSBA MGT ENT - 2010 Annual Report
BSBA MGT ENT - 2011 Annual Report

M 3: In-Class Essay
On the final exam in MGT 444 or MGT 475, students are asked to write an essay, which is graded using a rubric. Please see the essay questions and rubrics in the document repository.

Source of Evidence: Writing exam to assure certain proficiency level

Benchmarks:
We aim to achieve a passing rate of 70% for student learning outcomes when in-class (formative) assessment is administered.

Finding (2015-2016) - Benchmarks: Met
Across the 7 items used to assess this SLO, 82.7% of the answers met or exceeded expectations. This result exceeds our benchmark of 70%.

Finding (2012 - 2013) - Benchmarks: Not Met

In the Fall of 2012, 102 students took a written exam in MGT 444 that assessed SLO #6 (or the 1st SLO under Goal 3). Across two sections of MGT 444, 62 students received at least a 70% on their written answers that assessed this SLO while 40 students fell short of the 70% benchmark. Overall, 60.78% of students passed with a 70% or better.

Related Closes the Loop (by Established cycle, then alpha):
For full information, see the *Details of Closes the Loop* section of this report.

Consistency across sections will occur and more in-depth coverage of the material through application will increase learning
Established in Cycle: 2012 - 2013
This SLO was assessed in two sections of MGT 444. One of these sections was taught by a first-time instructor while the other se...

Results to be shared with Ethics Faculty
Established in Cycle: 2015-2016
No closing the loop activities were needed. However, the results will be shared with Ethics faculty.

DLO 6: Arguments for and Criticism of Ethical Theories
Explain the philosophical arguments for and criticisms of 4-6 ethical theories.

Connected Documents
ENT Curriculum Map
ENT Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA MGT ENT - 2007 Annual Report

M 3: In-Class Essay

On the final exam in MGT 444 or MGT 475, students are asked to write an essay, which is graded using a rubric. Please see the essay questions and rubrics in the document repository.

Source of Evidence: Writing exam to assure certain proficiency level

Benchmarks:
We aim to achieve a 70% passing rate for all items measuring this SLO

Finding (2015-2016) - Benchmarks: Met
Across all 4 items used to assess this SLO in two sections of MGT444, 82.7% of the answers met or exceeded expectations thereby exceeding our benchmark of 70%.

Related Closes the Loop (by Established cycle, then alpha):
For full information, see the *Details of Closes the Loop* section of this report.

Results to be shared with Ethics Faculty
Established in Cycle: 2015-2016
Since we met the benchmark, closing the loop activities were not needed. However, results will be shared with the Ethics Facult...

DLO 7: Applicability of Leadership Skills/Practices

Analyze the applicability of leadership skills/practices in different situations.

Connected Documents
ENT Curriculum Map
ENT Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents

M 3: In-Class Essay

On the final exam in MGT 444 or MGT 475, students are asked to write an essay, which is graded using a rubric. Please see the essay questions and rubrics in the document repository.

Source of Evidence: Writing exam to assure certain proficiency level

M 4: Multiple-Choice Questions Embedded in In-Class Exams

Multiple-choice questions embedded in MGT 350 were used to assess DLO #9 (or the 2nd DLO under Goal 4). These questions can be found in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:
We aim to achieve a passing rate of 70% on all in-class assessments

Finding (2015-2016) - Benchmarks: Met
Across 5 test items, the total percentage correct was 82.4% thereby exceeding our benchmark goal of 70%.

DLO 8: Leadership Theories
Describe and apply leadership theories.

Connected Documents
ENT Curriculum Map
ENT Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents

M 4: Multiple-Choice Questions Embedded in In-Class Exams

Multiple-choice questions embedded in MGT 350 were used to assess DLO #9 (or the 2nd DLO under Goal 4). These questions can be found in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

We aim to achieve a passing rate of 70% for each student learning outcome when in-class (formative) assessment is administered and a 60% passing rate for out-of class (summative) assessment.

Finding (2014-2015) - Benchmarks: Met

We used 5 items within the OB class to measure this SLO. The average percentage across the items was 70.42% which exceeds our 70% benchmark. However, there were a few items where the passing percentage was lower than others so we explored closing the loop options which are listed under "closing the loop" and will be implemented in Spring 2016. The test items that were below 70% are the following: 1. Hersey and Blanchard's situational leadership model states that the best leadership style depends on: (60.75%) 2. Which leadership theory explicitly argues that people have a preferred leadership style based on their personality, so organizations should move leaders into situations that fit their preferred style? (68.44%) 3. The path-goal theory assumes that leaders: (64.48%)

DLO 9: Identification of Viable Business Opportunities

Identify possible sources of new business opportunities.

Connected Documents

ENT Curriculum Map
ENT Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011

Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents

M 5: Written Assignment

A written assignment is provided in MGT 460 to assess DLOs #10-13 (Goal 5). Details about this assignment are provided in the document repository.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

Rubric for SLOs #10-13 (or Goal 5)

Benchmarks:

We aim to achieve a passing rate of 70% or better for each SLO.

Finding (2015-2016) - Benchmarks: Met

Using a lab activity cross two sections of MGT358, 87.4% of students met or exceeded expectations.

Finding (2012 - 2013) - Benchmarks: Not Met

This SLO (SLO#10 or the 1st SLO under Goal 5) was assessed utilizing an in-class one page Business Plan assignment in MGT 460 in Fall of 2012. Of the 115 students who completed this assignment, 62% of all students were found to adequately address the criteria included in the rubric while 38% of all students were found to provide outstanding insights.

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

Curriculum Redesign Is Planned

Established in Cycle: 2012 - 2013
Clearly, these findings do not meet our benchmarks. The assessment took place relatively early in MGT 460 – Business Plan Deve...

Results to be shared with Entrepreneurship Faculty

Established in Cycle: 2015-2016
Since the benchmark was met, no closing the loop activities are needed. However, results will be shared with Entrepreneurship fa...

DLO 10: Articule new business opportunities

Articulate new business opportunities based on perceived market trends.

Connected Documents
ENT Curriculum Map
ENT Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA MGT ENT - 2007 Annual Report
BSBA MGT ENT - 2008 Annual Report
BSBA MGT ENT - 2009 Annual Report
BSBA MGT ENT - 2010 Annual Report
BSBA MGT ENT - 2011 Annual Report

M 5: Written Assignment
A written assignment is provided in MGT 460 to assess DLOs #10-13 (Goal 5). Details about this assignment are provided in the document repository.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Rubric for SLOs #10-13 (or Goal 5)

Benchmarks:
We aim to achieve a passing rate of 70% or better for each SLO.

Finding (2015-2016) - Benchmarks: Not Met
The assessment included a mixture of essay, MC and T/F questions on a midterm exams across two sections of MGT358. Across all items, the percentage correct is 55.3% which does not meet our benchmark.

Finding (2012 - 2013) - Benchmarks: Not Met
This SLO (SLO#11 or the 2nd SLO under Goal 5) was assessed utilizing an in-class one page Business Plan assignment in MGT 460 in Fall of 2012. Of the 115 students who completed this assignment, 31% of all students were found to adequately address the criteria included in the rubric, 7% of all students were found to provide outstanding insights, 31% of all students minimally addressed the rubric criteria, and 31% of all students did not address the rubric criteria sufficiently.

Related Closes the Loop (by Established cycle, then alpha):
For full information, see the *Details of Closes the Loop* section of this report.

Curriculum Redesign Is Planned
Established in Cycle: 2012 - 2013
Clearly, these findings do not meet our benchmarks. The assessment took place relatively early in MGT 460 – Business Plan Deve...

More coverage and practice in class and on homework
Established in Cycle: 2015-2016
Faculty members will incorporate more examples of both successful and failed businesses in class and give students more time to ...

DLO 11: Identify key characteristics

Identify the key characteristics of a potentially viable business opportunity

Connected Documents
ENT Curriculum Map
ENT Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
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Source of Evidence: Existing data

Connected Documents
BSBA MGT ENT - 2007 Annual Report
BSBA MGT ENT - 2008 Annual Report
BSBA MGT ENT - 2009 Annual Report
BSBA MGT ENT - 2010 Annual Report
BSBA MGT ENT - 2011 Annual Report

M 5: Written Assignment
A written assignment is provided in MGT 460 to assess DLOs #10-13 (Goal 5). Details about this assignment are

provided in the document repository.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
      Rubric for SLOs #10-13 (or Goal 5)

  Benchmarks:
We aim to achieve a passing rate of 70% or better for each SLO.

    Finding (2016-2017) - Benchmarks: Met
    In this assessment in MGT460 (Business Plan Seminar) students were required to identify a business opportunity they would like to pursue and explain the various characterestics of the business idea to justify its viability.

    In a sample of 27 students, 5 students (19%) exceed expectations and 19 (70%) met expectations. Overall the percentage of students met or exceeded expectations are 89%.

    Finding (2012 - 2013) - Benchmarks: Not Met
    This SLO (SLO#12 or the 3rd SLO under Goal 5) was assessed utilizing an in-class one page Business Plan assignment in MGT 460 in Fall of 2012. Of the 115 students who completed this assignment, 50% of all students were found to adequately address the criteria included in the rubric, 10% of all students were found to provide outstanding insights, 33% of all students minimally addressed the rubric criteria, and 3% of all students did not address the rubric criteria sufficiently.

      Related Closes the Loop (by Established cycle, then alpha):

      For full information, see the *Details of Closes the Loop* section of this report.

      Curriculum Redesign Is Planned
      Established in Cycle: 2012 - 2013
      Clearly, these findings do not meet our benchmarks. The assessment took place relatively early in MGT 460 – Business Plan Deve...

DLO 12: Design business model

    Design a business model suitable for pursuing a potentially viable business opportunity

  Connected Documents
      ENT Curriculum Map
      ENT Curriculum Map - Required Courses Only

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Source of Evidence: Existing data

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      BSBA MGT ENT - 2011 Annual Report

M 5: Written Assignment
A written assignment is provided in MGT 460 to assess DLOs #10-13 (Goal 5). Details about this assignment are provided in the document repository.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
      Rubric for SLOs #10-13 (or Goal 5)

  Benchmarks:
We aim to achieve a passing rate of 70% or better for each SLO.

    Finding (2016-2017) - Benchmarks: Met

    In this assessment in MGT460 (Business Plan Seminar) students were required to use the Business Model Canvas (BMC) to develop a suitable business model.

    In a sample of 27 students, 5 students (19%) exceed expectations and 20 (74.07%) met expectations. Overall the percentage of students met or exceeded expectations are 93.07%.

    Finding (2012 - 2013) - Benchmarks: Not Met
    This SLO (SLO#13 or the 4th SLO under Goal 5) was assessed utilizing an in-class one page Business Plan assignment in MGT 460 in Fall of 2012. Of the 115 students who completed this assignment, 2% of all students were found to adequately address the criteria included in the rubric, 5% of all students were found to provide outstanding insights, 36% of all students minimally addressed the rubric criteria, and 57% of all students did not address the rubric criteria sufficiently.

      Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

Curriculum Redesign Is Planned
Established in Cycle: 2012 - 2013
Clearly, these findings do not meet our benchmarks. The assessment took place relatively early in MGT 460 – Business Plan Deve...

DLO 13: Articulate assumptions of business model

Articulate underlying assumptions of a business model

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BSBA MGT ENT - 2009 Annual Report
BSBA MGT ENT - 2010 Annual Report
BSBA MGT ENT - 2011 Annual Report

M 4: Multiple-Choice Questions Embedded in In-Class Exams
Multiple-choice questions embedded in MGT 350 were used to assess DLO #9 (or the 2nd DLO under Goal 4). These questions can be found in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

M 6: Written Assignments in MGT460
For DLO6.3, Students were required to develop assumptions for each of the 9 components of the BMC.

Source of Evidence: Project, either individual or group

Benchmarks:
We expect 70% of students to meet or exceed expectations.

Finding (2016-2017) - Benchmarks: Met
In a Written Assignment conducted in MGT460, students were required to develop assumptions for each of the 9 components of the BMC.

In a sample of 27 students, 20 students (74.07%) met the expectations and 5 students (19%) exceeded the expectations. Overall, students who met or exceeded expectations are 93.07%.

DLO 14: Design experiments to test business model

Design meaningful experiments to test the underlying assumptions of a business model

Connected Documents
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BSBA MGT ENT - 2011 Annual Report

M 4: Multiple-Choice Questions Embedded in In-Class Exams
Multiple-choice questions embedded in MGT 350 were used to assess DLO #9 (or the 2nd DLO under Goal 4). These questions can be found in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

M 7: Written Assignments in MGT460 - experiment

Students were required to develop meaningful experiments (e.g., Landing Page, Social Media, Google Adwords etc.) to validate the assumptions they outlined in their BMC. Students were required to submit these tests for evaluation.

Source of Evidence: Project, either individual or group

Benchmarks:
We expect 70% of students to meet or exceed expectations.

Finding (2016-2017) - Benchmarks: Met
In a Written Assignment conducted in MGT460, students were required to develop meaningful experiments (e.g., Landing Page, Social Media, Google Adwords etc.) to validate the assumptions they outlined in their BMC. Students were required to submit these tests for evaluation.

In a sample of 27 students, 20 students (74.07%) met the expectations and 5 students (19%) exceeded the expectations. Overall, students who met or exceeded expectations are 93.07%.

DLO 15: Iterate business model
Iterate business model based on validated learning

Connected Documents
ENT Curriculum Map
ENT Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA MGT ENT - 2007 Annual Report
BSBA MGT ENT - 2008 Annual Report
BSBA MGT ENT - 2009 Annual Report
BSBA MGT ENT - 2010 Annual Report
BSBA MGT ENT - 2011 Annual Report

M 4: Multiple-Choice Questions Embedded in In-Class Exams
Multiple-choice questions embedded in MGT 350 were used to assess DLO #9 (or the 2nd DLO under Goal 4). These questions can be found in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

M 8: Written Assignments in MGT460 - iterate
Students were required to iteratively conduct multiple tests to validate the assumptions. They were required to properly document the tests, report the results of their tests, and justify the future course of action (Pivot or Continue).

Source of Evidence: Project, either individual or group

Benchmarks:
We expect 70% of students to meet or exceed expectations.

Finding (2016-2017) - Benchmarks: Met
In a Written Assignment conducted in MGT460, students were required to iteratively conduct multiple tests to validate the assumptions. They were required to properly document the tests, report the results of their tests, and justify the future course of action (Pivot or Continue).

In a sample of 27 students, 21 students (77.77%) met the expectations and 5 students (19%) exceeded the expectations. Overall, students who met or exceeded expectations are 96.77%.

DLO 16: Project resource requirements for new venture
Project the resource requirements associated with launching and growing a new venture

Connected Documents
ENT Curriculum Map
ENT Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA MGT ENT - 2007 Annual Report
BSBA MGT ENT - 2008 Annual Report
BSBA MGT ENT - 2009 Annual Report
BSBA MGT ENT - 2010 Annual Report
BSBA MGT ENT - 2011 Annual Report

M 4: Multiple-Choice Questions Embedded in In-Class Exams

Multiple-choice questions embedded in MGT 350 were used to assess DLO #9 (or the 2nd DLO under Goal 4). These questions can be found in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

> **Benchmarks:**
> We expect that the average percentage of correct responses across the items in a particular SLO will be 70% for in-class assessment.

> > **Finding (2014-2015) - Benchmarks: Met**
> >
> > This learning outcome was measured by two in-class essay questions in MGT 460. A total of 41 students took the assessment across two sections of the course. For Question #2, 0 students were below expectations, 5 met expectations, and 36 exceeded expectations. Thus, 100% of students either met or exceeded expectations. For Question #4, 3 students were below expectations, 5 met expectations, and 33 exceeded expectations. Thus, 93% of students met or exceeded expectations.

DLO 17: Alternative funding sources
Differentiate between the alternative funding sources for a new venture

> **Connected Documents**
> > ENT Curriculum Map
> > ENT Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
> BSBA MGT ENT - 2007 Annual Report
> BSBA MGT ENT - 2008 Annual Report
> BSBA MGT ENT - 2009 Annual Report
> BSBA MGT ENT - 2010 Annual Report
> BSBA MGT ENT - 2011 Annual Report

M 4: Multiple-Choice Questions Embedded in In-Class Exams

Multiple-choice questions embedded in MGT 350 were used to assess DLO #9 (or the 2nd DLO under Goal 4). These questions can be found in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

> **Benchmarks:**
> We expect that the average percentage of correct responses across the items in a particular SLO will be 70% for in-class assessment.

> > **Finding (2014-2015) - Benchmarks: Met**
> >
> > This learning outcome was measured by two in-class essay questions in MGT 460. A total of 41 students took the assessment across two sections of the course. For Question #1, 5 students were below expectations, 0 met expectations, and 36 exceeded expectations. Thus, 88% of students either met or exceeded expectations. For Question #3, 6 students were below expectations, 3 met expectations, and 32 exceeded expectations. Thus, 85% of students met or exceeded expectations.

DLO 18: Financial sustainability of new venture
Analyze the financial sustainability of a new venture

Details of Closes the Loop for This Cycle (by Established cycle, then alpha)

Planned Programmatic Changes and Course Content to Improve Student Learning

> Closing the loop discussions have generated several ideas on why our students are weak in the operations aspect of a new venture business plan and how to modify the ENT specialization curriculum in order to improve the student learning. It was concluded that the following is likely to help to close the loop and enhance student knowledge in that area:

> The ENT faculty decided to include more emphasis on the business models in their courses. This can be accomplished by including the following text as an optional reading – Business Models (Newton, 2011). In addition, the faculty will be discussing business models in their classes in a greater depth.

> In addition, it was concluded that the ENT curriculum is, at this point, designed so that students can take several of the ENT courses concurrently in their last year at SDSU. For example, the introductory class to entrepreneurship, Fundamentals of Entrepreneurship, MGT 358, may not be taken by students until their senior year. This may not allow them to build on the classes in a gradual manner. The ENT faculty committee decided that having MGT 350 (Management and Organizational Behavior) as one of the prerequisites is one of the

reasons and is effectively preventing the students to take the fundamentals of entrepreneurship (MGT 358) early in their junior year. As a result, a proposal was made to remove MGT 350 as a required class for ENT specialization graduates.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Inclusion of business model discussion in Entrepreneurship classes. Changing the prerequisites for ENT classes.
Responsible Person/Group: ENT faculty members (Profs. De Noble, Musteen, Zheng, Rhyne)

Consistency across sections will occur and more in-depth coverage of the material through application will increase learning

This SLO was assessed in two sections of MGT 444. One of these sections was taught by a first-time instructor while the other section was taught by an experienced professor. When this SLO is assessed in the future, the assessment question content will be standardized and there will be more consistency across sections with respect to rigor. Application techniques will be reinforced on the midterm exam as well as on the final exam in future semesters. The number of points attached to the final application question will be increased to demonstrate importance. An entire class period will be devoted to an exercise that will reinforce application techniques before the final. Currently, an exercise is used, but not for a full class period. A full class period will allow for more in-depth discussion and application which should increase student understanding. In the future, the lengthy application question will be simplified (currently it is 3/4 of a page, single spaced).

Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
        Measure: In-Class Essay | **Student Learning Outcomes:** Ethical Theory Application

Responsible Person/Group: Ethics professor and lecturers

Curriculum Redesign Is Planned

Clearly, these findings do not meet our benchmarks. The assessment took place relatively early in MGT 460 – Business Plan Development. There were no prerequisites in place at the time of the assignment. Since then, MGT 358 – Fundamentals of Entrepreneurship has been designated as a prerequisite for MGT 460. This will allow students to more fully develop their ideation skills before being assessed.

In addition, a Graduate Fee Grant Proposal has been submitted for eight faculty members who teach in the Entrepreneurship program to attend the Lean LaunchPad Educators Program offered at Stanford University in June 2013 and UC Berkeley in September 2013. The Lean LaunchPad Educators Program is a hands on program designed to provide experienced entrepreneurship faculty with the tools necessary to build a modern curriculum based on the Lean LaunchPad process and Customer Development approach. It is led by experienced entrepreneurs and educators and emphasizes planning before the plan and searching for a business model before executing.

If we can make progress towards developing an integrated entrepreneurship curriculum around a Lean LaunchPad framework, we can ultimately seek to develop business model canvas based tools for assessing the acquired competencies of students participating in our programs. While this one 2 ½ day workshop cannot lead us to more effective assessment activities immediately, it will put us on a path to designing and developing more effective assessment tools for all of our entrepreneurship programs.

We envision that the group of individuals participating in this program will gel into an Entrepreneurship program committee. By the final day of the 2013 Fall semester, this group will work to redesign and update the undergraduate and graduate business planning courses. Additionally, the group will evaluate our current graduate and undergraduate entrepreneurship curricula with an eye towards tighter integration of courses using the business model canvas framework. Finally, this group will seek to develop meaningful approaches to assurance of learning among our graduate and undergraduate entrepreneurship students.

Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
        Measure: Written Assignment | **Student Learning Outcomes:** Articule new business opportunities

Responsible Person/Group: Entrepreneurship faculty

Curriculum Redesign Is Planned

Clearly, these findings do not meet our benchmarks. The assessment took place relatively early in MGT 460 – Business Plan Development. There were no prerequisites in place at the time of the assignment. Since then, MGT 358 – Fundamentals of Entrepreneurship has been designated as a prerequisite for MGT 460. This will allow students to more fully develop their ideation skills before being assessed.

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Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: Written Assignment | **Student Learning Outcomes:** Design business model

Responsible Person/Group: Entrepreneurship faculty

Curriculum Redesign Is Planned

Clearly, these findings do not meet our benchmarks. The assessment took place relatively early in MGT 460 – Business Plan Development. There were no prerequisites in place at the time of the assignment. Since then, MGT 358 – Fundamentals of Entrepreneurship has been designated as a prerequisite for MGT 460. This will allow students to more fully develop their ideation skills before being assessed.

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Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: Written Assignment | **Student Learning Outcomes:** Identify key characteristics

Responsible Person/Group: Entrepreneurship faculty

Curriculum Redesign Is Planned

Clearly, these findings do not meet our benchmarks. The assessment took place relatively early in MGT 460 – Business Plan Development. There were no prerequisites in place at the time of the assignment. Since then, MGT 358 – Fundamentals of Entrepreneurship has been designated as a prerequisite for MGT 460. This will allow students to more fully develop their ideation skills before being assessed.

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Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: Written Assignment | **Student Learning Outcomes:** Identification of Viable Business Opportunities

Responsible Person/Group: Entrepreneurship faculty

Program Streamlining and Integration Based on Best Practices Research

Based on assessment data for SLOs #5.1-5.4 collected in Fall 2012, the entrepreneurship faculty are of the opinion that they should make changes to the Entrepreneurship curriculum to streamline the program. They are currently looking at all the syllabi in the Entrepreneurship program to identify ways to develop an integrated program. They are also looking at other Entrepreneurship programs to develop a list of "best practices." They will be meeting again in the near future to discuss about the changes they should implement to develop a cutting-edge program.

Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Mujtaba Ahsan, Alex DeNoble, Martina Musteen, Larry Rhyne

Standards being met; will continue current approach

Standards are being met. The plan is to continue the current approach.

Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ethics professor and lecturers

Standards were met; have ideas for continuous improvement

Although we met our benchmarks, professors and lecturers who teach leadership (MGT 475) and/or organizational behavior (MGT 350) met to discuss ways to continuously improve in this area. Our discussion and plans are summarized below:

Course instructors will work on including more in-class hands-on activities (scenarios, case studies, video segments) that clarify how leadership needs to be altered in different cultural contexts

-   This SLO was discussed among professors and lecturers who teach organizational behavior and/or leadership in order to increase awareness among the group about the importance that we place on encouraging our students to analyze the applicability of leadership skills/practices in different situations

-   Professors and lecturers who teach organizational behavior and/or leadership discussed practices used in class to reach students (30 second small group presentations in class in which students explain how experiences relate to a theory, Ted Talk and YouTube videos, case studies at the end of each chapter). The group plans on sharing instructional resources.

Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: MGT 475 and MGT 350 professors and instructors

Closing the Loop

Although the benchmark for this SLO was met, faculty in the organizational behavior area met and came up with the following feedback and action items:

-   The questions with the lower scores were analytical (requiring students to apply cultural dimensions to a situation or to understand cultural dimensions using different emphases than how some instructors define them).

-   Come up with common frameworks that all MGT 350 classes will cover on the topics covered on our assessment plan (leadership and cultural values).

Common Frameworks for MGT 350:

Cultural values: Hofstede's cultural dimensions

Leadership:

-   Trait theories and behavioral theories (in general; not specific theories under these categories)

-   Contingency leadership theories (specifically path-goal theory and Fiedler's Model)

-   Leader-member exchange theory (LMX)

-   Transformational leadership and transactional leadership

Common Frameworks for MGT 475:

Hans Tropenaar, Geert Hofstede and the Globe Project (geared towards how a leader's behavior could be changed depending on specific cultural dimensions in the environment)

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: Management Assessment Test | **Student Learning Outcomes:** Cultural Dimensions
Responsible Person/Group: Organizational behavior professors and lecturers

Closing the Loop

The strategy faculty discussed the following feedback or action items:

1. Explain how business practices vary in different countries falls outside the scope of MGT 405. While the impact of differences in practices across countries may be considered for specific cases in the context of strategy implementation, 405 instructors would not be able to systematically cover "how" practices vary across countries, area due to time constraints and other content priorities.

2. During Fall 2014, discuss dropping this goal and possibly replacing it with something else.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Responsible Person/Group: Strategy professors and lecturers

Closing the Loop

Although our benchmarks were met, faculty in the strategy area met and identified the following areas of improvement:

1. Revisited wording on MAT questions with scores of 60% or lower.

   -Item 3 (60% correct answers). Item wording should be simplified with key concepts more explicit.

   -Item 4. (40% correct answers). We believe an explicit international business term (concept: Liability of foreigness) is used in the answer and this concept is outside the scope of material covered in strategy. We will change the answer to remove this term. In addition, we are rewording the question to make it more explicit.

1. Item 4 evaluates the understanding of a firm's resources in extending them into new market's using the Resource Based View of the firm. In addition to re-wording this question, we intend to stress in all MGT 405 sections the link between the RBV perspective and corporate strategies, including international strategy. We are sending item 4 outcomes to all 405 instructors, in order to make sure that the RBV is used in relation to international strategies.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Responsible Person/Group: Strategy professors and lecturers

Closing the loop for Leadership Theories goal (DLO4.2/9)

Each of the core OB professors will add more content on leadership theories (both in class and on home works) to reinforce certain concepts that are important to this DLO.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Implementation Description: Add more content on leadership theories both in terms of lecture material and on home works to reinforce important concepts
Projected Completion Date: 01/2016
Responsible Person/Group: Core OB professors
Additional Resources: None

More coverage and practice in class and on homework

Faculty members will incorporate more examples of both successful and failed businesses in class and give students more time to practice evaluating existing businesses' potentials. In addition, faculty can add a homework component for students to dry-run and evaluate their own business ideas before assessing formally in an exam.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: Written Assignment | **Student Learning Outcomes:** Articule new business opportunities

Projected Completion Date: 09/2016

Results to be shared with Entrepreneurship Faculty

Since the benchmark was met, no closing the loop activities are needed. However, results will be shared with Entrepreneurship faculty.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: Written Assignment | **Student Learning Outcomes:** Identification of Viable Business

Opportunities

Results to be shared with Ethics Faculty

No closing the loop activities were needed. However, the results will be shared with Ethics faculty.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: In-Class Essay | **Student Learning Outcomes:** Ethical Theory Application

Results to be shared with Ethics Faculty

Since we met the benchmark, closing the loop activities were not needed. However, results will be shared with the Ethics Faculty.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: In-Class Essay | **Student Learning Outcomes:** Arguments for and Criticism of Ethical Theories