

**Student Learning Assurance Report Requirements
Word Template**

AY 2012

Report Date: September 2012
School/College: School of Management
Department/Program: BSBE
Person completing the Report: J. Shaw

1. **Overview Statement:** Briefly summarize the student learning assurance activities that were undertaken this academic year, indicating:

which program learning outcomes were assessed this year.

- (1) Can apply a variety of strategic tools to conduct industry, corporate and business level strategic analyses.
- (2) Can demonstrate a knowledge of descriptive, prescriptive and projective methodologies to critique business models and strategic plans.
- (3) Can identify knowledge of the leading thinkers and practitioners evolving cutting-edge strategic tools for today's competitive environment.
- (4) Can collaborate effectively with others within a group environment in specifying strategic alternatives for optimizing a firm's competitive positioning, value proposition and profitability.

Who in your department/program was involved in the evaluation of the above learning outcomes? J. Shaw

Please note attached information, outlining information in questions indicated below. These are addressed for each four groups, comprising the entire graduating group. The group assignment, consisting of a joint written assignment, accompanied by an oral defense, was required of students. The descriptive, prescriptive and predictive functions of the assignment link subject matter of the first, second and third semesters of the program; students are expected to collaborate and provide a 30-minute oral defense of their findings.

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**
 - a. **What did you do? Applied a written and oral component to the group**

assignment elaborated below.

BUSINESS MODEL ANALYSIS

(Group Assignment)

The following format should be used when developing your group project presentation. The project will be presented on the last class date. Your broad objective is to evaluate the business model of the company you select, and determine whether the positioning of that firm will yield maximize long-term financial benefits (sales growth, market share, profitability, etc.). The format described below is commonly referred to as an 'Industry Analysis' assessment, and is typically used by financial analysts to assess the viability of a company's business model.

In analyzing and evaluating the business model of any enterprise, perform this simple step-by-step process. We employ a critical review of the viability of a firm's business model.

In essence, you are offering an evaluation of the reasons underlining the success or failure of the business model of the firm you are studying. Simply, your group will indicate: a) why the selected business model is or is not effective (we refer to this as "diagnosis"); b) those strategies or tactics that can be applied to improve the business model (we call this "prescription"); c) the likely future effectiveness of the business model as it currently exists, and the probable fate of the business model, should your recommendations for the firm be adopted (as outlined in item 'b'). We refer to the last section, item 'c', as "projection". Thus, you are engaged in diagnosis, prescription and projection of the selected business model.

The class will be divided into groups of three or four. You are to select the group you would like to join, then agree upon a business model (select an agreed-upon company) for purposes of this assignment. The instructor will not specify the topic or group of which you will be a part. When your group has adopted the firm it has selected for purposes of business model analysis, please email this information. I will supply additional information if I have pertinent materials to share.

*Note: in addition to core content outlined in the textbook, I will provide supplementary information on the work of Harry Dent, Michael Porter, Martha Rogers, and Clayton Christensen; these observers are widely regarded as seminal in their influence on contemporary business models in today's complex strategic environment.

Grading Key: *Novice: 1 or 2 (1=poor/Fail in that dimension, 2=barely pass)*

Competent: 3 or 4 (3=average, 4=above average)

Accomplished: 5 or 6 (5=very good, 6=excellent)

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the student learning assurance indicating strengths and weaknesses in student learning demonstrated by this evaluation.

See attached documents for each group.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the evaluation. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

The BSBE program will be phased out with the last group matriculating in August of 2012. It is the intention of the instructor to elaborate the criteria and related empirical findings of this course to reconfigure in a new Strategic Economic Analysis course that will be embedded in the new business concentration of the BSM major.

d. What student learning improvement initiatives did you implement as a result of what was learned from this Year's student learning assurance report?

Discuss how courses and/or curricula were changed to improve student learning as a result of the Year's student learning assurance. Include a discussion of how the faculty has helped students overcome their learning weaknesses and improve their strengths.

In the group graduating in December of 2011, a comparable exercise was performed. The intention is to compare findings of the two group exercises (written and oral components), strengthen curricular content, and identify how this course can be used to establish a state-of-the-art course for comparable subject matter in the BSM program.

3. Attach a copy of the components of the department/program student learning assurance plan that have been modified since its initial submission*:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome

*See attached mission statement. Note that the program will officially end during the 2014 calendar year.

Please return to: Robert Schlick rschlick@usfca.edu by September 30.

