

**Student Learning Assurance Report Requirements  
Word Template**

AY 2011-12

**Report Date:** September 30, 2012

**School/College:** School of Management

**Department/Program:** Entrepreneurship & Innovation Undergraduate Major

**Person completing the Report:** J.P. Allen

1. **Overview Statement:** Briefly summarize the student learning assurance activities that were undertaken this academic year, indicating:
  - a. which program learning outcomes were assessed this year.
  - b. who in your department/program was involved in the evaluation of the above learning outcomes

Learning outcomes assessed:

1. Employ the language and metrics of entrepreneurship in the consideration and presentation of business opportunities.
  - a. Who involved: Outside judges of undergraduate business plan competition (at the end of BUS 406), Spring 2012; Dan Himelstein, instructor of BUS 349, Spring 2012; J.P. Allen, instructor of BUS 370, Spring 2012.
2. Creatively identify and interpret emerging market opportunities with a thorough environmental analysis (technological, legal, demographic, etc.)
  - a. Who involved: Outside judges of undergraduate business plan competition (at the end of BUS 406), Spring 2012; Dan Himelstein, instructor of BUS 349, Spring 2012; J.P. Allen, instructor of BUS 370, Spring 2012.
3. Demonstrate an understanding of business concepts (marketing, accounting, finance, leadership & group dynamics, systems and strategy) in developing a plan for a new venture.
  - a. Who involved: Outside judges of undergraduate business plan competition (at the end of BUS 406), Spring 2012.

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

a. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

Outcomes were evaluated by outside business plan competition judges through completion of an assessment and feedback form. Each judge was asked to circle poor, average, or excellent achievement for the group as a whole, using the language directly from the rubric. They were also asked for open ended comments on learning objectives #1 and #2.

Outcomes in BUS 349 were assessed through an evaluation of the written midterm results by the instructor, using the language directly from the rubric, for each individual student. Instructors also made open-ended comments.

Outcomes in BUS 370 were assessed through an evaluation of the final project presentation and report by the instructor, using the language directly from the rubric, for each individual student. Instructors also made open-ended comments.

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.

Learning objective #1: Outside judges in the contest were equally split between Average and Excellent (no Poores). Some wanted more specificity on financials and marketing. The BUS 349 midterms were equally split between Average and Excellent (no Poores). The BUS 370 projects were also equally split between Average and Excellent, with some weakness in tying the metrics to the overall business case.

Learning objective #2: Two outside judges rated student performance as Excellent, but the other 6 rated students as Average, citing a need to back up their information with sources, and also provide more information. The BUS 349 midterms were rated as 63% Average, 37% Excellent, with the observation that more emphasis should be placed on competitive analysis. The BUS 370 projects were rated as 22% Poor, 66% Average, and 22% Excellent, with a particular weakness noted in competitor analysis.

Learning objective #3: Outside judges in the contest were equally split between Average and Excellent (no Poores). There was no space on the form for open-ended comments.

**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.

Content and emphasis in individual courses will be changed: BUS 406 will include more detail on financial analytics, based on the judge's comments. BUS 349 will spend more class time on competitor analysis. BUS 370 will change the final project rubric to include specific attention to using key metrics accurately, and by adding an explicit 'market/business opportunity' section to the final project rubric. BUS 370 will also spend more class time on competitor analysis.

**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.

After the Spring 2012 content, discussions were held over the summer with BUS 406 instructors to convey the changes desired. BUS 349 changes were implemented by the same instructor that performed the learning assessment. BUS 370 changes were implemented by the same instructor that performed the learning assessment.

Also, changed the judges evaluation form to allow open-ended comments on learning objective #3.

**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

We plan on keeping the same learning goals, outcomes, and rubrics for at least one more year before we consider changes.

**Please return to: Robert Schlick [reschlick@usfca.edu](mailto:reschlick@usfca.edu) by September 30.**