BSBA AY 2015-2016 Assessment

*Phase 1: Assessment Plan*

Learning Outcome assessed:

**BSBA Learning Outcome 10: Strategy and Competitive Advantage**
Develop specific and actionable strategic options at different levels to enhance the organization’s competitive position through rigorous analysis of the changes in its competitive environment, its industry/sector, and its internal resources.

**Assessment Method:**
Final Project Presentation in the BSBA Capstone Course BUS 401

**Targeted performance, based on rubrics:**
80% meet expectations

**Evaluation Process:**
Students presented a presentation to a panel of evaluators. Each evaluator scored the team project was on two categories:

- How well was the strategic issue/problem defined? (30pts)
- How good (logical, realistic, and practical) is this team’s recommended strategy? (40pts)

An example of the grading system is attached at the end of this report (p4).

**Rubric:**
No rubric provided

**Course where learning outcome was assessed:**
BSBA Capstone Class BUS 401 s1-4

**Evaluator(s):**
3-4 external evaluators (including SOM professor Stephen Morris) judged the content and viability components of the BUS401 students' work.
Phase 2: Results Assessment and Planned Action

Results:

BUS 401 Presentation Results

<table>
<thead>
<tr>
<th>Number of students achieving target Category:</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Novice</th>
<th>% Students Meeting or Exceeding Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Defined Problem</td>
<td>3</td>
<td>9</td>
<td>8</td>
<td>12</td>
<td>38%</td>
</tr>
<tr>
<td>Recommended Strategy</td>
<td>0</td>
<td>5</td>
<td>19</td>
<td>8</td>
<td>16%</td>
</tr>
</tbody>
</table>

BSBA LO #10 Presentation Performance
BUS 401, Spring 2016

- Well Defined Problem
- Recommended Strategy
Action:
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. Also include changes to program goals and objectives, if any.

Phase 3: Closing the Loop
To be filed the year after the results assessment.

Change Assessment
Discuss how the actions taken in Phase 2 were assessed, and the results of that assessment
Addendum: Project presentation scorecard

Note the third evaluation question was not included in this assessment.

<table>
<thead>
<tr>
<th>Company Name:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well was the strategic issue/problem defined?</td>
<td>(17) / 30</td>
</tr>
<tr>
<td>How good (logical, realistic, and practical) is this team's recommended strategy?</td>
<td>(30) / 40</td>
</tr>
<tr>
<td>How well did this team present? (professional manners, effective delivery of key points)</td>
<td>(25) / 30</td>
</tr>
<tr>
<td>Total</td>
<td>(62) / 100</td>
</tr>
</tbody>
</table>

Comments: Product differentiation opportunity - Good job talking about the issues and choosing the "best option"