University of San Francisco

School of Management Assessment overview Direct Measures

2016-Present

*(since last AACSB review)*

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# BSBA Program Goals and Learning Outcomes

**Program Goal 1 – Develop Effective and Ethical Leaders**

* LO 1) Students will analyze the effective qualities of a leader using organizational behavior frameworks.
* LO 2) Students will evaluate personal leadership capacities and areas for future personal growth.
* LO 3) Students will identify and describe stakeholders across multiple sectors and connect ethical theory to stakeholder values.
* LO 4) Students will effectively communicate orally and in writing using various mediums across diverse situations.

**Program Goal 2 – Innovative & Creative Decision-making**

* LO 5) Students will create, analyze and integrate relevant quantitative and qualitative information to develop and evaluate management decisions.

**Program Goal 3 - Domain Concepts**

* LO 6) Students will use accounting concepts and principles in creating and analyzing financial statements of organizations.
* LO 7) Students will demonstrate ability to identify relevant information and apply specific knowledge and analysis skills to assess the economic value of real/financial assets or investment opportunities and make appropriate decision to create value.
* LO 8) Students will work effectively in groups and foster positive team dynamics.
* LO 9) Students will describe the intertwined relationship among technology, information, and the organizational structure and operations in order to assess and evaluate the core technology concepts that enable sound organizational decision making.
* LO 10) Students will be able to identify the core concepts of marketing – price, product, place, and promotion.
* LO 11) Students will draw legal conclusions based on sound legal analysis; identify the elements of a valid, enforceable contract and defenses to contract formation; and, understand the nature and purposes of legal remedies.
* LO 12) Students will develop specific and actionable strategic options to enhance the organization’s position through analysis of the changes in its competitive environment, its industry/sector, and its internal resources.

**Program Goal 4 - Global Mindset**

* LO 13) Students will integrate diverse perspectives (e.g. cultural, religious, economic, political, historical, geographic, environmental) in decision-making.

### BSBA Assessment Overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LO | When Assessed | Next Assessment | Assessment Point | Report | Target | Results | Notes on Closing the Loop |
| 1 | Fall 16 | AY 19-20 | BUS 304 | Yes | 80% of students in a random sample will meet or exceed expectations. | Only 61% of students met or exceeded expectations. | • Since the study of leadership contains several theories, concepts and approaches that instructors cover differently, we recommend adopting a set of core theories (approximately 3) that all instructors cover for BUS 304 sections. Top leadership theories to include are Transformational Leadership Theory, Task/Relationship Leadership Theory, and Servant Leadership Theory.  • Second, we feel that all BUS 304 instructors need to allow at least 2-weeks of coverage for leadership, which would include the core theories and a related self-assessment.  • The current case, “Boldly go: Character drives leadership at Providence healthcare,” doesn’t include the shadow side of leadership, which the evaluators believe would offer students a more balanced perspective. In other words, students need competing views with opposing interests that could lead to more debate and critical exploration for both LO1 and Lo2. Therefore, a new case is recommended along with a new rubric for evaluation.  • Lastly, the evaluators would like to see more consistency among BUS 304 instructors in terms of when the leadership case is actually given during the semester, the amount of time that is allotted for students to work on the case, and how students are prepared for analyzing the case.  Course is being redesigned during the 2017-2018 AY |
| 2 | Fall 16 | AY 19-20 | BUS 304 | Yes | 80% of students in a random sample will meet or exceed expectations. | Only 52% of students met or exceeded expectations. |
| 3 | Spr | AY 18-19 | CBE Exam |  |  |  | University Core - Faculty working with Core committee to explore possibility.  Fall 17: AoL Committee determined that the LO should be present in our curriculum. UPC suggested that an Ethic statement could be written by students in the Capstone courses to evaluate the LO.  Note this LO was separated from Law when BSBA LOs were revised in AY 15-16. LO was revised again in AY 18-19 so that it could be assessed via the CBE exam  See AY 18-19 AoL committee notes on assessing this in the program. Decision for this AY is to extract data from CBE. |
| 3 | Sum 16 |  | CBE Exam |  |  |  | forthcoming |
| 3 | Spr 19 |  | CBE Exam |  |  |  | forthcoming |
| 4 | Spr 16 |  | BUS 308  BUS 401  BUS 406 | Yes | Target: 80% will meet expectations. | 23.6% of the students met or exceeded expectations on written communications.  76.4% of the students were below expectations on written communications. | Proposed actions include:  1) Provide more written and oral assignments in earlier core courses such as 301, 302 and 304. [Note: BUS 304 fall 16 assessment included additional writing and 81% of students met expectations].  2) create and make consistent rubrics available to all instructors for evaluation of outcome  3) revise LO and rubrics to allow for clearer assessment of Learning Goal. |
| 4 | Fall 16 |  | BUS 406 | Yes | Target: 80% of students are at the competent or accomplished level. |  | 80% of the students should be at the competent or accomplished level. These skills are introduced outside of SOM, then reinforced in 304, and students should be accomplished by 401/406 (but they aren’t).  We need to identify where these skills are being reinforced and be tracking them. |
| 5 | Spr 16 |  | BUS 308  BUS 401 | Yes | Target: 80% will meet or exceed expectations. | 82% of students met or exceeded expectations. | Though the target was met, performance in case analyses revealed substantive lapses. Students need to improve analytical reasoning.  Proposed actions include: 1) more individual case assignments in preceding core courses 301 and 302 that combine qualitative and quantitative information and allow students to exercise critical thinking skills. |
|  |  |  |  |  |  |  |  |
| 6 | Spr 16 |  | BUS 201 | Yes | 80% will meet expectations. Results broken out into three traits. | 70% met expectations for Main Account Equation.  98% met expectations for double entry accounting.  79% met expectations for Main Financial Statements. | It was determined that further revision of LO6 is needed to make it more clear and focused (i.e., a term “financing literacy” to be replaced with a more specific “accounting concepts and principles” term; also a main focus will be defined as preparing and analyzing financial statements).  2) The determined weakness of the current assessment: it was not performed in a uniform way in all available sections. For next assessment, use a sufficient set of uniform questions to test LO5 amongst every student involved in the program.  3) To further differentiate level of problems that students face, and asses qualitative and quantitate aspects of the subject, it would be beneficial to include both conceptual and quantitative questions for each rubric. |
| 6 | Fall 16 |  | BUS 201 | Yes | Target: 80% of students demonstrate Excellent or Good level of achievement for every topic | Students had very strong knowledge about the main accounting equation and main financial statements, but their knowledge about double-entry accounting system is slightly weaker. This is not a surprise as “debit-credit” material is always among the most challenging topics. | 1. From interaction with finance faculty, we learned that one item is missing for the Topic 3 “Main Financial Statements”. The missing statement is Statement of Cash Flow, Indirect Method. This item will be added to the improved rubric table, and will be tested during next cycle.  2. If possible, conduct a second set of questions at the end of the semester to have two sets of data (intermediated and end-of-semester) for more in-depth analysis.  3. Reiterate debit-credit accounting system rules throughout the course; do not limit covering this topic to the first three chapters.  4. During assessments, use straightforward and focused questions and avoid questions with tricks as the main purpose is to test students’ fundamental knowledge, and not necessarily their ability to catch small details. |
| 7 | Fall 16 |  | BUS 305 | Yes | Our target is to have a success rate of at least 80% for each of the three traits. | Overall, students met our target of 80% success rate for each of the three traits. The performance for individual question used in the assessment also exceeded the targeted cut-off of 80%. However, from looking at the variation of the scores across the questions, we have identified a few questions that need to be reworded or replaced to enable us to better assess a specific trait. | We suggest revising/replacing the questions identified in the previous section and assess the students again this term (Spring 2017). All the assessment questions will be incorporated into homework assignments and/or tests |
| 7 | Fall 19 |  | BUS 305 | Yes | Our target is to have a success rate of at least 70% for each of the three traits. | Overall, students met our target of 70% success rate for each of the three traits. The performance for the majority of individual question used in the assessment exceeded the targeted cut-off of 70%. However, we also identified a few questions that have performance below the targeted cut-off and call for attention that either the questions need to be revised to enable us to better assess a specific trait or the instructors need to put more emphasis on the concepts that the questions assess. They are questions 3, 5 and 6 for measurable trait#1, and questions 3 and 4 for measurable trait#3, and questions 1 and 4 for measurable trait#2. Especially four of them are cash flow questions, which is not an easy topic for students to understand. | The following concepts are suggested to be put more emphasis on by the instructors:  1.The calculation of annual free cash flows for capital budgeting analysis.  2.The calculation of annual after-tax free cash flows from operation for capital budgeting analysis.  3.The calculation of terminal value for capital budgeting analysis.  4.Use discounted cash flow model to calculate the value of common stock.  5.Use discounted dividend model to calculate the value of preferred stock.  6.The calculation of weighted average cost of capital. |
| 8 |  |  |  |  |  |  |  |
| 9 | Fall 16 |  | BUS 308 | Yes | 80% will meet or exceed expectations. | Result: For trait 1 72% of the students met or exceeded the expectations while the target was 80%. For trait 2 the performance was strongest in that 94% of the students met or exceeded the expectations. | Trait 1: We recommend further presentation and discussion of business cases that will show the important role of technology in an organization. We also recommend the use of business cases that clearly illustrate how organizations should pursue an inclusive view of information system that embraces the three social, technical, and knowledge sub-systems.  Trait 2: We suggest to continue teaching SQL using the same approach. |
| 10 | Spr 16 |  | BUS 302 | Yes | 80% will meet or exceed expectations. | Overall, 64% of students met expectations for product development.  83% of students met expectation for pricing. | Product development will be emphasized more in the curriculum going forward. Further, the Marketing faculty and AoL Committee reviewed LO9 and made changes as detailed in section 1 of report. |
| 10 | Fall 18 |  | BUS 302 | Yes | Meets expectations: 75% of students will correctly answer 70%, or more, of all questions • Exceeds expectations: 50% of students will correctly answer 80%, or more, of all questions | 83% of students (143 out of 173 total students) correctly answered at least 70% (14 or more) of 20 questions. This surpassed the Department’s “Meets Expectations” target of 75% by 8 percentage points. Further, 64% of students (111 out of 173 total students) correctly answered at least 80% (16 or more) of 20, questions. This surpassed the Department’s “Exceeds Expectations” target of 50% by 14 percentage points. | To address the improvements cited above department professors will hold a follow-up work session in Spring’19 where they will (a) consider how to adjust/strengthen the wording of specific questions, and (b) share best teaching practices on specific modules where students performed less well, specifically in the area of Place/distribution. |
| 11 | Fall 16 | AY 19-20 | BUS 301 | Yes | 80% of students will score at least 70% on the questions. | Only 42% of students scored at least 70% on the questions.  60% of students scored poorly. | Identified those aspects of LO2b on which overall scores were lowest, i.e. in the “Poor” category. These were the items concerned with how offer and acceptance differ for unilateral and bilateral contracts. They also concerned the understanding of mutual assent as related to contractual capacity and the availability or rescission as a remedy for a party which lacks such capacity.  Expressed concerns regarding basic English language skills, including reading comprehension, on the part of international students whose first language is not English and, furthermore, lack basic familiarity with U.S. social and historical norms. As a result, the department strongly recommends that USF improve its instruction in English as a Second Language and require demonstrated English language competence on an exit exam before being allowed to enroll in BSBA core courses. |
| 12 | Spr 16 |  | BUS 401 | Yes | 80% will meet or exceed expectations. | Well defined Problem: Only 38% met expectations.  Recommended Strategy: Only 16% met expectations. | A difficulty in the assessment process was that the presentations were done by groups rather than by individuals. Going forward, individual student assignments will be developed for assessment purposes. Capstone faculty have finalized a standard strategy rubric between the strategy and entrepreneurial management classes. |
| 13 | Spr 16 |  | BUS 308  BUS 406 |  |  | 80% will meet expectations.  This LO was assessed in BUS 308 via forming groups according to CATME, a method to form diverse groups. | Note: Previous LO was assessed:  “Appreciate diversity and integrate cultural, economic, political, historical, geographic, and environmental perspectives in decision-making.”  The formation of diverse groups is not an assessment of this outcome. However, this LO is difficult to assess as written. Not only does the learning outcome include multiple areas (cultural, economic, political, historical, geographic, and environmental) which would be almost impossible to assess in a single assignment (or even multiple assignments), but the word “appreciate” is not operational. The learning outcome will be rewritten. This LO was also assessed in BUS 406 but, as noted above, assessment also proved difficult for the same reasons. |
| 13 | Spr 17, Spr 18 |  | GPI Exam |  | Students will score at least at the national average of all students who take the GPI exam. |  | Note: LO revised by AoL committee in AY 16-17.  Our students scored higher than the national mean in these areas:   * Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language. * “I enjoy when my friends from other cultures teach me about our cultural differences.” * Interpersonal Social Interactions * Leadership programs that stress collaboration and team work. * Events or activities sponsored by groups reflecting a cultural heritage different from your own. |
|  |  |  |  |  |  |  |  |

# BSM Program Goals and Learning Outcomes

**Program Goal 1 – Develop Effective and Ethical Leadership Behaviors**

* LO 1) Students will analyze the effective qualities of a leader using organizational behavior frameworks.
* LO 2) Students will evaluate personal leadership capacities and areas for future personal growth.
* LO 3) Students will identify and describe stakeholders across multiple sectors and connect ethical theory to stakeholder values.
* LO 4) Students will effectively communicate orally and in writing using various mediums across diverse situations.

**Program Goal 2 – Innovative & Creative Decision-making**

* LO 5) Students will create, analyze and integrate relevant quantitative and qualitative information to develop and evaluate management decisions.

**Program Goal 3 - Domain Concepts**

* LO 6) Students will use accounting concepts and principles in creating and analyzing financial statements of organizations.
* LO 7) Students will demonstrate ability to identify relevant information and apply specific knowledge and analysis skills to assess the economic value of real/financial assets or investment opportunities and make appropriate decision to create value.
* LO 8) Students will work effectively in groups and foster positive team dynamics.
* LO 9) Students will describe the intertwined relationship among technology, information, and the organizational structure and operations in order to assess and evaluate the core technology concepts that enable sound organizational decision making.
* LO 10) Students will be able to identify the core concepts of marketing – price, product, place, and promotion.
* LO 11) Students will draw legal conclusions based on sound legal analysis; identify the elements of a valid, enforceable contract and defenses to contract formation; and, understand the nature and purposes of legal remedies.
* LO 12) Students will develop specific and actionable strategic options to enhance the organization’s position through analysis of the changes in its competitive environment, its industry/sector, and its internal resources.

**Program Goal 4 - Global Orientation**

* LO 13) Students will integrate diverse perspectives (e.g. cultural, religious, economic, political, historical, geographic, environmental) in decision-making.

### BSM Assessment Overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LO | When Assessed | Next Assessment | Assessment Point | Report | Target | Results | Notes on Closing the Loop |
| 1 | Spr 18 |  | BSM 304 | Yes |  | Students met or exceeded expectations in all three categories directly tied to LO1 and LO2. The process and rubric do appear to differentiate students. | The evaluators for these learning outcomes recommend the following actions to enhance students’ overall learning of LO1 and LO2:  • Since the study of leadership contains several theories, concepts and approaches that instructors cover differently, we recommend adopting a set of core theories (approximately 3) that all instructors cover for BSM 304 sections. Top leadership theories to include are Transformational Leadership Theory, Task/Relationship Leadership Theory, and Servant Leadership Theory.  • Second, we feel that BSM 304 instructors need to allow 2-weeks of coverage for leadership, which would include the core theories and a related self-assessment. |
| 2 | Spr 18 |  | BSM 304 | Yes |  | Students met or exceeded expectations in all three categories directly tied to LO1 and LO2. The process and rubric do appear to differentiate students. |
| 3 |  | Spr 19 | CBE Exam |  |  |  |  |
| 4 | Fall 16 |  | INTD 310 |  | 80% meet or exceed expectations. | Students achieved the target performance for the Conventions rubric. Students did not achieve target performance for the remaining rubrics; Meaning, Organization, and Language. | Should target be set at 80%? IN BSBA, students can pass RHET with a C- grade. For assessment, perhaps target should be set at 75%?  An issue with the artifact is that it is early in the program. The assessment of written communication should be in the capstone. AoL Committee proposes assessment for this LO take place in soon to be created Capstone of program. |
| 5 |  |  |  |  |  |  |  |
| 6 | Spr 16 |  | Pre-test in BSM 303, Post-test in BSM 309 |  |  | 3.47% increase in correctly answered questions for accounting. [45.39% / 48.86%] | Restructure delivery of BSM 309. |
| 6 | Spr 19 |  | BSM 306 |  |  |  |  |
| 7 | Spr 16 |  | Pre-test in BSM 303, Post-test in BSM 309 |  |  | 1.76 % increase in correctly answered questions. [40.63% / 42.39%] | Introduction of new BSM course in Finance by AY 17-18. |
| 8 | Spr 16 |  | Pre-test in BSM 303, Post-test in BSM 309 |  |  | 7.81 % increase in correctly answered questions. [52.33% / 60.14%] | Revise curriculum in BSM 304 incorporating more local leaders into the classroom to help students gain additional perspective. |
| 9 | Spr 17 |  | BSM 306 |  | Target: 80% of students meet or exceed expectations | 12 of 13 students fell below the 80% level of achievement. | Improvements to be made in the Spring ’17 course is to introduce case writing expectations earlier in the course; provide examples of good case writing; go over the rubric in more detail. These changes are expected to improve student learning outcomes in the ensuing semester which will help to close the loop on the learning outcome. LO 09 – Technology will be assessed again at the end of the Spring 2017 semester. |
| 10 | Spr 16 |  | Pre-test in BSM 303, Post-test in BSM 309 |  |  | 6.17% increase in correctly answered questions. [42.92% / 49.09%] | Revise curriculum in BSM 302. Marketing Learning Outcome was rewritten in summer 2016 to address what students learn in the marketing core of the program. |
| 10 | Fall 18 |  | BSM 302 | Yes | Meets expectations: 75% of students will correctly answer more than 70%, or 15+ of 21 questions • Exceeds expectations: 50% of students will correctly answer more than 80%, or 17+ of 21 questions | These results show that 93% of students (14 out of 15 total students) answered more than 70% (15  or more of 21 questions) correctly. This surpassed the Department’s “Meets Expectations” target of  75% by 18 percentage points.  Further, 87% of students (13 out of 15 total students) correctly answered more than 80% (17 or  more of 21 questions) correctly. This surpassed the Department’s “Exceeds Expectations” target of  50% by 37 percentage points. | Maintain the current LO 10 wording:  o “Students will be able to identify the core concepts of marketing – price, product,  place, and promotion.”  • Revise the BSM questionnaire to include 20 questions, with the same number of  questions per 4P topic, to allow a more direct comparison to the BSBA program  o Update and/or clarify the wording on specific questions where students  performed less well, e.g. Promotion & Place/distribution  o Update the collective teaching practices among BSM and BSBA professors in  order to improve student learning on key subject matter, e.g. Promotion,  Place/distribution.  • Update the Meets and Exceeds targets to correspond to a 20-question assessment  o Meets Expectations = 75% of students will answer 70%, or more, of 20 questions  correctly  o Exceeds Expectations = 50% of students will answer 80%, or more, of 20 questions  correctly  • Update the delivery vehicle to the same used for the BSBA program (i.e. Qualtrics  survey via students’ mobile/laptop devices) in order to facilitate future assessments  To address the actions cited above department professors will hold a follow-up work  session in Spring’19 where they will (a) consider how to adjust/strengthen the wording of  specific questions, and (b) share the best teaching practices on topics where students  performed less well, e.g. Promotion and Place/distribution.  Following this work session BSM faculty will close the loop by updating its teaching practices  on core topics and strengthening the wording of specific questions on the assessment tool  in the coming year. This revised assessment, incorporating the improvements cited above,  will be ready for use in Fall’20. |
| 11 | Spr 16 |  | Pre-test in BSM 303, Post-test in BSM 309 |  |  | 7.03% increase in number of correctly answered questions for social environment. [60% / 67.03%]  6.32% increase in number of correctly answered questions for Legal environment [48.75% / 55.07%] | Faculty to include more business scenarios and Silicon Valley context with ethical and social responsibility in the curriculum. Additional elements of legal environment need to be provided in the classroom. |
| 12 | Sum 17 |  | BSM 499 |  |  |  |  |
| 13 | Sum 17 |  | BSM 499 / GPI Exam |  |  |  | Students scored well compared to national average. |

# EMBA Program Goals and Learning Outcomes

**Program Goal 1 – Leadership. Graduates will be self-aware leaders committed to collaboration.**

* LO 1) Articulate how self-awareness is central to leadership authenticity and effectiveness.
* LO 2) Assess team performance for improved effectiveness.
* LO 3) Communicate effectively in writing.
* LO 4) Communicate effectively orally.

**Program Goal 2 – Decision Making. Graduates will be creative problem solvers and strategic decision makers.**

* LO 5) Apply tools, models, and concepts of innovation to a business venture.
* LO 6) Design fresh options for a product, process, system, or service.
* LO 7) Analyze data/information to inform strategic decision- making.

**Program Goal 3 - Global Social Responsibility. Graduates will be ethically and socially aware and attuned to the global environment.**

* LO 8) Assess the potential ethical implications of a business decision.
* LO 9) Evaluate the impact of business decisions on the well being of stakeholders.

**Program Goal 4 - Foundational Business Knowledge. Graduates will be knowledgeable in the foundational business disciplines.**

* LO 10) Interpret the theories and principle features of the core business disciplines – accounting, finance, management, marketing, economics, business law, strategy, and operations.

### EMBA Assessment Overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LO | When Assessed | Next Assessment | Assessment Point | Report | Target | Results | Notes on Closing the Loop |
| 1 |  |  | EMBA 6902 | Yes |  | Target goal was met, though 3 of the 16 students did not meet expectations. The leadership course is one of the first of five courses the students take in the program, and the course sets the expectation that leadership development is an ongoing journey not a destination. | it was determined that more than a single assignment (i.e., one assignment) could best assess students’ leadership learnings. |
| 2 | Spr 16 |  | EMBA 6915 | Yes |  | Target goals were met for all four learning outcomes as tested (see report in appendix), and no changes to the curriculum are anticipated as a result of the assessment. | Rubric doesn’t score this LO very accurately. We need to look at the case data and apply a better rubric. LO as worded is difficult to assess. |
| 2 (revised) |  |  | EMBA 6919 | Yes |  | 21 out of 25 students met the targeted performance of 75% across the six rubric categories. | Students will be provided the rubric at the beginning of the program so that they know what is expected. |
| 3 | Fall 16 |  | EMBA 6902 | Yes | 80 % of students will meet or exceed expectations as outlined in rubric. | Results: In aggregate, the results are quite positive as the percentage of students meeting or exceeding expectations across the five categories exceeded 80%. However, given the student population, four (of the 18) students failed to average a ‘2’ across the five categories. Of concern, the writing of two (of the four) students was deemed “Below Expectations.” | 1.    Review the admission standards (including TOEFL scores for students where English is not their native language) and the admission process (including how final acceptance decisions are made) with respect to the evaluation of an applicant’s writing ability.  2.    Establish a process to identify students with writing deficiencies by the end of their first semester in the program, not in the second year. Refer these students to the University’s Writing Center or to other writing development resources.  Perhaps a tutor/TA from the MFA writing program could be hired to help one on one with the students. |
| 4 | AY 19-20 |  |  |  |  |  |  |
| 5 | Spr 16 |  | EMBA 6912 | Yes |  | 100% of students met target. Results were assessed in two separate courses. One of the courses where assessed is described in LO 2 above. In the other assessment, group projects that evaluated and managed risk were assigned. Excellent performance may have been due to at least one member of each group with work related expertise in area, however, the other students in the groups were able to elevate their performance due to this. In future, there will be individual assignments to evaluate the LO. | Added suggested actions for rewritten outcome. For the future, think about what rubrics will look like for the newly revised eMBA LOs. |
| 6 | Spr 16 |  | EMBA 6917 | Yes |  | Results were assessed via group simulations that required students to develop a comprehensive, international supply chain. Of the four groups, one exceeded expectations, two met expectations, and one failed to meet expectations. | Data gathered is based on group work. New LOs have been developed; these LOs will be assessed via individual assignments. |
| 6 (revised) | Fall 16 |  | EMBA 6920 |  | 90% of students meet or exceed expectations. | In aggregate, the results are extremely positive as the percentage of students meeting or exceeding expectations across the three categories is a robust 95%. | Perhaps criteria for meeting or exceeding needs to be more stringent.  Why did students perform so well?  Why is target higher than other LOS? |
| 7 | Spr 19 |  | EMBA 6912 | Yes | 80% of the students meet or exceed expectations | Trait 1: We saw that 91% of the students met or exceeded the expectation which is well above our target of 80%.  Trait 2: Here, 83% of the students met or exceeded the expectations. While this is slightly above our target of 80%, we would like to improve on this area. Trait 3: For this trait, 83% of the students met or exceeded the expectations. While this is slightly above our target of 80%, we would also like to improve on this area. | Trait 1:  The data suggests that this is something that we are conveying effectively, in that the students not only understand the concept but also are comfortable with implementing it.  Trait 2:  This will require more attention in class to the calculation and interpretation of basic statistical measures, along with other assignments in which these ideas are reinforced.  Trait 3:  Drilling down further on this, it is clear that this is an area where additional instruction is needed, including examples and exercises that force the students to confront the managerial implications of the numerical results that emerge from their analyses.  We note also that nearly 1/3 of the students here exceeded our expectations with their recommendations. This suggest that there is some disparity in this trait among the student when they enter the class, and one opportunity is to leverage the stronger students to help with coaching and mentoring in this area. |
| 8 (previous LO. Note: Basic Principles of Business Areas) | Spr 16 |  | EMBA 6904 | Yes | 80% meet expectations | 83% of students met or exceeded expectations. | As worded, the learning outcome implies that all concepts will be assessed in a single assessment. This is difficult to do at any given point in the curriculum. The Aassessment for this report only measured the accounting portion of this learning outcome.  In the next assessment cycle, this learning outcome will be measured by a comprehensive standardized test. |
| 8 (revised Lo. Ethics) | Fall 18 |  | EMBA 6915 |  |  |  |  |
| 9 | Fall 16 |  |  | Yes |  | Target: 80 % of students will meet or exceed expectations as outlined in rubric.  Results: In aggregate, the results are not impressive as the 80% standard was achieved on only one of the three categories. Additionally, six (of the 18) students failed to average a ‘2’ across the five categories; three (of those 6) students did not achieve, on average, a “Below Expectations” evaluation. | 1.    Reaffirm (or alter) the purpose of the trip, as there remains some question as to the use of the word “practicum” in the course title.  2. Reaffirm the “stakeholder management” topic as critical to the EMBA program curriculum.  3. Based on #2, revise the learning outcome and its related rubric, and change the assessment method and/or the course assessed. |
| 10 | Spr 19 |  | Peregrine Exam | Yes | A 15% increase in average scores for students (based on paired sample) on the post-test. | Only three (Management, Operations, and Quantitative Analysis) of the ten discipline-specific post-test scores reflected a 15% improvement as compared to the pre-test scores. The Strategy score increased 14.6%. Overall, the results are underwhelming; however, it should be noted the post-test was administered on Saturday afternoon when the students had already attended (sat through) two-and-a-half full days of instruction. Multiple students expressed concern about the timing of the post-test. | A decision will need to be made whether assessing discipline-based knowledge for the EMBA population is best accomplished via a standardized test. To make this determination, it is recommended during the 2019-2020 academic year:  1.The Accounting, Finance, and Marketing departments review the question topics (and, ideally, the questions if Peregrine will provide them) in relation to learning outcomes for the courses of a given discipline. (Discipline-based topics in the CBE are provided in Appendix 1).  2.Discuss the option of Peregrine (or another vendor) creating a customizable pre- and post-test exam for the USF EMBA student population; or,  3.Consider developing an in-house, pre- and post-test exam for the EMBA student population.  With respect to these recommendations, it should be noted that these results could highlight gaps in critical topics/material covered in a given course. As such, the EMBA Committee should be involved because any changes to how a given learning outcome is assessed should not exclude discussion of any changes (updates) to a given EMBA course. The updating of courses does impact how the curriculum addresses the learning outcomes for the program.  If a standardized test is used again with Cohort 31 (start date: August 2021; graduate date: May 2023), the post-test should be administered prior to students starting their weekend-intensive courses, not near the end of their intensive three-day course schedule.  If a standardized test is will not be used moving forward, discipline-based assessments will be necessarily in Accounting, Business Law, Economics, Finance, Marketing, and Operations. Again, discipline-based knowledge in Management, Quantitative Analysis, and Strategy are assessed |

# MBA Program Goals and Learning Outcomes (Prior to fall 2017)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Outcome** | **When Assessed** | **Assessment Point** | **Report** | **Results** | **Notes on Closing the Loop** |
| **MBA LO1**  Fundamental Language and Skills: Students will display mastery of the fundamental language and skills of core business areas. | Fall 2016 | MBA 6015 | Yes | Target: 80% of students meet or exceed expectations  Results: 76% of FT students met or exceeded expectations. 62% of PT students met or exceeded expectations. |  |
| **MBA LO 2**  Students will apply theory to solve practical problems. | Spring 2016/Fall 2016 | MBA 6011  MBA 6607 | Yes | Target=80% of students meet expectations.  Multiple Choice: 42% of student met expectations.  Short answer: 52% of students met expectations.  Essay: 90% of students met expectations.  There was a disparity in student performance. | Results were assessed via a class exam and were mixed. A rubric is needed to measure essay questions to ensure that measurement is based on an achievement of outcomes rather than performance in the class.  Sample size needs to be larger and MBA 6015 may be a more appropriate course in which to assess this outcome. The curriculum map will be fine-tuned by MBA faculty this fall |
| **MBA LO 2**  Students will apply theory to solve practical problems. | Fall 2016 | MBA 6015 | Yes | Results: 80% of students meet or exceed expectations  Overall, 97% of students exceeded expectations. | Better choice would be to ask students to apply theory. Try another method next time. |
| **MBA LO3**  Business Environment: Students will measure, analyze and interpret all aspects of the business environment. | Spring 2017 |  | **No** | **We were not able to assess this learning outcome.** |  |
| **MBA LO 4**  Students will integrate legal, ethical and social concerns into business decisions. | Spring 2016 | MBA 6012 | Yes | Target: 70% will meet expectations.  10% will exceed expectations.  Result: 87% of students exceeded expectations.  Results were assessed via a case study (group) assignment and individual reflection papers. | LO has been revised.  Additional individual case assignments will be made in future and rubrics will be modified to increase student learning. |
| **MBA LO 5**  Students will possess effective leadership and communication skills & strategies. | Spring 2016 | MBA 6013  MBA Integrative Exercise | Yes | Target: 80% of students meet expectations.  Content average: 17% met expectations  Delivery average: 38.75% met expectations.  Results were assessed in oral presentations by an outside evaluator in MBA 6015. | This outcome should be assessed in multiple sections and courses for a larger sample that includes both full time and part time students.  Use of external evaluator will be continued.  Increase opportunities for students to hone these skills. |
| **MBA LO6**  Strategic Plans: Students will formulate and execute strategic plans. | Fall 2016 | MBA 6014 | Yes | Results: Students performed well in knowledge synthesis and language. 2/3 of student achieved acceptable or exemplary on the SMART goals measure. | The relatively high proportion of students still lacking on the SMART goals measure suggests the need to better guide students in their usage of this framework.Some students will need more assistance in the knowledge synthesis portion on connecting their intuitive understanding to the theoretical frameworks discussed in class.  Do not use this tool for future assessment because students should not be assessing themselves. |

# MBA Program Goals and Learning Outcomes (Fall 2017 –present)

**Program Goal 1 – Functional Expertise and Integrative Ability**

* LO 1) Integrative Ability: Students will design a business strategy incorporating concepts from multiple functional areas.

**Program Goal 2 – Leadership Communication and Teamwork**

* LO 2) Leadership Communication: Students will develop a leadership and communication style that is effective and persuasive.
* LO 3) Teamwork: Students will inspire collaboration, and maximize collective abilities.

**Program Goal 3 - Social, Environmental and Ethical Awareness**

* LO 4) Identification: Students will identify the legal, ethical and social implications of a business problem

**Program Goal 4 - Critical Thinking and Creative Problem Solving**

* LO 5) Critical Thinking: Students will challenge assumptions and establish a process to appraise competing perspectives
* LO 6) Problem Solving: Students will interpret ambiguous information and formulate succinct solutions

### MBA Assessment Overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LO | When Assessed | Next Assessment | Assessment Point | Report | Target | Results | Notes on Closing the Loop |
| 1 | Spr 19 |  | MBA 6010 (Capstone) |  |  |  |  |
| 2 | Fall 18 |  | MBA 6000 | Yes | 80% of students meet or exceed expectations in each of 3 rubric categories. | (See Rubric)  Category 1: 89.5% meet or exceed expectations  Category 2: 52.6% of students meet or exceed expectations  Category 3:  84.2% of students meet or exceed expecations | Discuss with the faculty teaching MBA 6000 to modify this assignment, Students can be asked to directly discuss how the ability to persuasively communicate is important to leadership effectiveness. In doing so, those students who exceed expectations should discuss how leaders can be persuasive via how they communicate. |
| 3 | Spr 19 |  | MBA 6010 (Capstone) |  |  |  |  |
| 4 |  | Fall 19 |  |  |  |  |  |
| 5 |  | Fall 19 | MBA 6003 |  |  |  |  |
| 6 |  | Spr 20 | MBA 6007? |  |  |  |  |

# MGEM Program Goals and Learning Outcomes

**Program Goal 1 – Students will be prepared to be passionate, ethical and effective global leaders.**

* LO 1) Lead and Manage Diverse Individuals Students in the Master in Global Entrepreneurial Management will be able to demonstrate the ability to lead and manage diverse individuals and groups to facilitate organizational performance.
* LO 2) Identify the Ethical and Professional Responsibilities Students in the Master in Global Entrepreneurial Management will be able to identify the ethical and professional responsibilities of a global entrepreneur.
* LO 3) Effective Communication Students in the Master in Global Entrepreneurial Management will be able to use verbal and written communication effectively across different mediums.

**Program Goal 2 – Students will have the skills necessary to develop a unique idea for anew business, product and/or service within an existing firm.**

* LO 4) Demonstrate and Apply Knowledge Students in the Master in Global Entrepreneurial Management will be able to demonstrate and apply knowledge from a global perspective by integrating relevant cultural, economic, political, historical, geographic, and environmental factors in business decisions.
* LO 5) Identify and Analyze Financial Information Students in the Master in Global Entrepreneurial Management will be able to identify and analyze financial information to make effective managerial decisions.

### MGEM Assessment Overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LO | When Assessed | Next Assessment | Assessment Point | Report | Target | Results | Notes on Closing the Loop |
| 1 | Sum 16 |  | MGEM 5111  MGEM 5114  MGEM 5115 | Yes – 2 reports |  | Though only 78% of students met expectations (80% was the target), overall, students have demonstrated a significant improvement over the course of the program (67.1%) overall on the SLO #1. | A cross-cultural competence inventory is to be identified and adopted for this SLO for program-assessment purposes (pre- and post- test) going forward. This SLO will be assessed again in the FY 16-17. |
| 2 | Sum 16 |  | MGEM 5111  MGEM 5115 | Yes – 2 reports |  | Students have not reached the goal of 80% target of exceeding expectations but have reached the 80% threshold of meeting or exceeding expectations (82.5%). Students displayed generally a good level of professional demeanor and knowledge of the case materials while handling a Q&A session of the case analysis presentations assessed individually. | Both ethical and professional characteristics should be further defined for SLO assessment and curricular purposes. |
| 3 | Sum 16 |  | MGEM 5111  MGEM 5114 | Yes – 2 reports |  | Students have only been able to reach the mark of 80% meeting and exceeding expectations for the post-test for the verbal communication (97.5%) and pre- (80%) and post (100%)- tests for the non-verbal and written communication (visual design, information, and appeal of presentation slides and handouts). Overall, students have demonstrated a statistically significant improvement over the course of the program (19.3%) overall on the SLO #3. There is still a medium-strong positive relationship between the program’s impact and the student’s growth/improvement in verbal and written communication skills in different media. | Faculty have found that the SLO may need to be slightly revised to focus on the specific communication skill sets and outcomes rather than a generic statement; a more detailed and relevant rubric to be developed and used more consistently by reviewers (faculty) and their clients. The inter-rater reliability (pre- and post-) also needs to be better accounted for. |
| 4 | Sum 16 |  | MGEM 5109 | Yes |  | On average, 75% of the students in the sample met or exceeded expectations in applying global perspective into their paper for one of two case studies that were used. | The target for the assessment was that 80% of students would meet or exceed expectations, so summer 2017, the professor will be completing a series of exercises prior to the first case that reinforces the elements of SELECT by using three mini-cases. By emphasizing the importance of the cross-cultural component, both professors believe students will better integrate it into analysis. |
| 5 | Sum 16 |  | MGEM 5112 | Yes |  | Students have demonstrated a rather high level of performance in their familiarity with the valuation concepts on the descriptive level (qualitative aspects), their ability to calculate EBITDA and multiples for valuation purposes (quantitative aspects) was significantly lower –20-30% of the students scoring below the threshold proficiency levels. The results indicated uneven level of preparation and weaker background in the finance material that may partially stem from the gaps in the MGEM Finance curriculum in addition to the undergraduate educational demographics of the cohort. | IQS faculty have introduced an introductory finance/ accounting course to be taken prior to the Common Ground in Corporate Valuation course (scheduled for the Fall II semester). The non-credit course has been scheduled to take place for all MGEM students starting Fall 2016 with an option to test out for those who have had the necessary business/ finance training and experience. |

# MSEI Program Goals and Learning Outcomes

**Program Goal 1 – Develop cadres of entrepreneurial and innovative leaders who help fashion a more humane world through the creation and development of enterprises and products that serve communities around the globe; we utilize a cutting-edge combination of academic, professional, and individualized learning methods to establish a foundation for life-long learning and career development in a chosen field.**

**Program Goal 2 – Accelerate the student resource-based academic and professional growth leading to a launch of new venture by building entrepreneurial capabilities and**

**enhancing future entrepreneurial learning.**

**Program Goal 3 - Engage students in the Silicon Valley ecosystem through a variety of curricular and co-curricular programming and activities.**

**Program Goal 4 - Develop and enhance student academic and applied research in the areas of entrepreneurship and innovation.**

**Program Goal 5 - Promote and support the global entrepreneurship and innovation network of current students, alumni, and affiliated external partners.**

* LO 1) Examine varying philosophical frameworks in depth and apply them toward development of persuasive founder's philosophy in creating disruptive new products and ventures.
* LO2) Apply a design and innovation toolset to analyze and create new disruptive products and services.
* LO3) Build essential web and mobile technology competencies that can be effectively employed in startups, social ventures, family businesses and corporate enterprises.
* LO4) Demonstrate strategic and financial planning capabilities in the development of a business plan.
* LO5) Develop key competencies in the area of entrepreneurial sales and marketing analytics.
* LO6) Analyze and apply concepts and issues of entrepreneurial leadership, law, and ethics.
* LO7) Enhance professional acumen through executive mentoring, structured internships, new venture launch, and related Silicon Valley co-curricular activities.

### MSEI Assessment Overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LO | When Assessed | Next Assessment | Assessment Point | Report | Target | Results | Notes on Closing the Loop |
| 1 | Sum 19 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |
| 7 | Sum 19 |  |  |  |  |  |  |

# MSFA Program Goals and Learning Outcomes

**Program Goal 1 – Apply quantitative methods and analytic tools from economics, statistics, finance and accounting to value and manage portfolios of financial assets.**

* LO 1-1) Analytical Tools – Finance  
  Employ fundamental quantitative techniques essential in financial analysis and investment management including (i) the time value of money, (ii) the basics of statistics and probability theory, (iii) probability theory applied in the field of investment valuation and financial risk management, and (iv) joint behavior of two or more variables, including correlation and linear regression.
* LO 1-2) Analytical Tools – Economics  
  Recognize and explain how macroeconomic and microeconomic events impact key components of economic activity, including industry structure, firm profitability, macroeconomic output, prices, interest and exchange rates.
* LO 1-3) Analytical Tools – Accounting  
  Describe and interpret financial accounting concepts and measurements to (i) use financial statements and footnotes to analyze an investment valuation; ii) analyze a company’s liquidity, profitability, financial stability, solvency, and asset utilization; and iii) analyze the effects of alternative accounting methods and assumptions on firm valuation.

**Program Goal 2 – Integrate economics, statistics, and financial concepts to analyze and assess the value of financial assets.**

* LO 2-1) Integration - Equity Valuation  
  Discuss and evaluate the techniques used to analyze the value of equity investments, in securities markets using efficient market theory and the analysis of risk and return in equity portfolios.
* LO 2-2) Integration - Fixed Income Valuation  
  Analyze fixed income investments using the characteristics of bonds and factors that influence bond yields. Develop strategies for fixed income portfolios.
* LO 2-3) Integration - Derivatives Valuation  
  Analyze the sources of value in derivative investments, including forwards, futures, options, and swaps, and demonstrate how derivatives are used to manage risk in the investment process.

**Program Goal 3 - Describe the standards of ethical behavior in financial markets and financial regulations and evaluate how these standards apply in specific situations.**

* LO 3-1) Ethics – Standards  
  Describe the framework for ethical conduct as set out in the CFA Institute Code of Ethics and Standards of Professional Conduct and Global Investment Performance Standards (GIPS®).
* LO 3-2) Ethics – Evaluation  
  Evaluate and assess how these standards have, or have not been, followed in specific investment situations. Discuss how the CFA ethical standards relate more broadly to ethical values.
* LO 3-3) Ethics - Duties to Investors  
  Specify and quantify investor objectives, constraints, and preferences and develop an appropriate investment policy statement. Develop strategies for managing portfolios of domestic and foreign debt and equity securities including the use of derivative securities to adjust risk exposure to meet the investor policy goals.

### MSFA Assessment Overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LO | When Assessed | Next Assessment | Assessment Point | Report | Target | Results | Notes on Closing the Loop |
| 1-1 | AY 15-16 |  | MSFA 736 | Yes | 75% of students will achieve at least a score of “satisfactory” on the exam. | 100% of students received scores of 90% or better. Quantitative skills performed at expected level or beyond. | Move the Econometrics course into the MSFA first semester to develop these skills earlier in the program. This will support more advanced assignments and LOS in later courses. |
| 1-1 | Fall 17 |  | MSFA 714 | Yes | 80% of students will score 15/20 (75%) on exam. | 82% of 67 students achieved “satisfactory level” on test. | Performance goals on the time value of money attained, however, room to improve understanding of this concept in the lower tail of the class. As this is a fundamental skill, planned action is to provide more opportunities to practice and feedback in assigned problems. |
| 1-2 | Fall 18 |  | MSFA 716 | Yes |  | Six out of 27 students met expectations, and 12 exceeded expectations. | The overall work on this was not very good. One-third of the students did not do this assignment.   1. AoL Committee: Add suggested action to provide assignment in writing. Useful to add rubrics and measurement standard.    1. What scores meet expectations?    2. Have multiple questions to address all of the concepts that the LO covers    3. Include note that this assessment only tests the macro trait of the LO. |
| 1-3 | Fall 16 |  | MSFA 726 | Yes | 75% of the students will “Meet Expectations” or better as scored using the provided rubric. | Out of the 50 possible points the scores were: 38 pts for 9 students, 39 pts for 5 students, 41 pts for 6 students, and 42 pts for 6 students.  All the students except one who did not submit a final paper, scored near the "good" level of 40/50. | Current action is to continue to improve the integration between the MSFA 726 Adv. Financial Statements final paper and the more developed Advanced Equity Valuation (MSFA 725) paper offered as one of the integrating elective courses in the program. |
| 2-1 | Spr 18 |  | MSFA 720 | Yes | 75% of the students will achieve a "Satisfactory level" or better for the report. | Target met: 13 of 14 students successfully completed a comprehensive firm report. |  |
| 2-2 | Fall 16 |  | MSFA 722 | Yes | 80% of students meet or exceed expectations | This class is on the cusp of attaining the goal for the course as 39/48 (81%) students attained 4/7 or better. So close to achieving goal. | The instructor will provide additional online study materials and additional practice questions on assignments to help the students on the margin improve. |
| 2-3 | Spr 17 |  | MSFA 734 | Yes | 80% of students meet or exceed expectations | The results of the assessment show that 100% of the students attained a Very Good or better rating on the question. | Continue to assess results each year and make adjustments as necessary. At present, this area seems to be working very well. |
| 3-1 | Fall 15/Spr 17 |  | MSFA 728 | Yes | All students completed the online CFA Institute training in Ethics (14 hours across 7 areas) and all students received the set of completion certificates from the CFA Institute. | No students achieved a result of 75% or better, which was the target, on the Ethics Assessment exam. | In Fall 2015, the MSFA program moved to this online CFA Institute Ethics format where students take 14+ online hours studying the CFA Institute Ethical Standards. On a short assessment exam that placed these Ethical Standards in real life situations, only 12.5% of these same students met the satisfactory level (75%).  Course will be modified so there are more live class sessions to discuss the Ethical Standards in real-life investment situations. |
| 3-2 | AY 19-20 |  |  |  |  |  |  |
| 3-3 | Spr 18 |  | MSFA 746 | Yes |  | Target met. All students successfully completed a comprehensive Investment policy Statement and Asser Allocation | None at this time. |
| 3-3 | Fall 18 |  | MSFA 728 | Yes |  | All students met or exceeding expectations.  AoL Committee: See if Prof. Ktsanes can provide grading rubric. | Successful students demonstrated an understanding of and adherence to the CFA Institutes’ Code of Ethics and Standard of Professional Conduct as they applied the financial and analytical tools acquired throughout their studies in the MSFA program. The assignment required evaluating the objectives, constraints and preferences that impacted their investment recommendation. Successful students demonstrated a clear understanding of the varoius perspectives and potential conflicting interests of different stakeholders as well as the impact of their investment advice upon University policy, portfolio diversification and financial returns. |

# MSIS Program Objectives

NOTE: MSIS not under AACSB, but has active AoL plan. New LOs in place as of fall 18.

1. Integrate information and organizational cultures and use current and emerging concepts from both technical and managerial viewpoints.
2. Assess the need of organizations to integrate disparate internal systems and create effective communication channels with external parties such as suppliers and customers.
3. Use information technology to foster sound financial systems and create effective organizational structures to better manage an organization's human capital.
4. Analyze how policy and strategic decisions are affected by information systems and how technology is transforming organizations.
5. Create better people, business, and team skills and recognize a customer service orientation, ethics and professionalism.

### MSIS Assessment Overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LO | When Assessed | Next Assessment | Assessment Point | Report | Target | Results | Notes on Closing the Loop |
| 1 | Fall 18 |  | MSIS 681 | Yes | 80% of the students meet or exceed expectations | The traits 1 and 2 both meet and exceed the expectations at 100%. | Trait 1:  The students met the expectations set forth. Going forward we should set the bar higher to stretch their efforts. Add a short narrative for each rule/guideline to add some extra depth to their answers, and correspondingly to their thinking.  Trait 2:  We should add some more academic rigor to the assignment, requiring more in-depth discussion of the three ethical frameworks they use in their paper. Add a section on compare & contrast the identified frameworks. |
| 2 |  |  |  |  |  |  |  |
| 3 | Sum 18 |  | MSIS 672 | Yes | 80% of the students meet or exceed expectations | For trait 1 the total of 70% of the students met or exceeded the expectations and for trait 2 the 84% of the students met or exceeded the expectations. | The students performed below the expectations (69%) for this trait. This trait is hands-on which requires high levels of ease of use and usefulness in the software tool or the technique that is used. The trait can improve by providing more similar cases to the assignment case so that students can practice the technique more investigating data architecture in different case studies.  Trait 2:  The students performed me the target performance (84%) for this trait. Once students become familiar with the investigative technique and the software tool, they can perform better in using those tools and applying their understanding to explain data restrictions of the data management practices. |
| 4 |  |  |  |  |  |  |  |
| 5 | Spr 18 |  | MSIS 674 |  | 80% of the students meet or exceed expectations | For trait 1 the strongest total of 100% of the students met or exceeded the expectations and for trait 2 the 95% of the students met or exceeded the expectations. | Trait 1:  This trait is business focused and student should provide an evidence of understanding a use case of an omni-channel business. They have to design incentive for each user and provide a mechanism to quantify the incentive of participating in social media. Longitudinal experiment on the social media platforms over a longer period of time can better prepare students to understand the inherent benefits of such networking and broadcasting platforms.  Trait 2:  This trait is hands on and requires students to work with social media API and extracting information from huge amount of data that is available on social media. Prior engagement with social media marketing campaigns and social analytics can better prepare students for the class. |

# MSOD Program Goals and Learning Outcomes

**Program Goal 1 – Understanding the Foundations, Theories and Models of OD**

* LO 1a) Students will become familiar with the key concepts, research, theories and models in OD.
* LO 1b) Students will apply OD theories and models to change interventions in organizations.

**Program Goal 2 – Ability to Lead Change and Use Self-as-Instrument**

* LO 2a) Students will develop skills in building collaborative, mutually trusting relationships in an organizational system, contracting with clients, defining goals, providing and receiving feedback and implementing interventions adhering to the values and principles of OD practice.
* LO 2b) Students will practice self-reflection, skillful communication, effective negotiation and conflict resolution and self-care and use their own feelings as valuable information about how the organization functions.

**Program Goal 3 - Proficiency in Organizational Inquiry, Research and Analysis**

* LO 3a) Students will become proficient in field research, participatory action research and related data collection methods (e.g., surveys, interviews, focus groups, observation).
* LO 3b) Students will be able to analyze qualitative and quantitative data, interpret findings, make data-based recommendations and evaluate effectiveness of interventions.

**Program Goal 4 - Competence with Teams, Culture and Diversity**

* LO 4a) Students will attain skills to effectively contribute to teams as well as develop and empower others to work effectively in team contexts.
* LO 4b) Students will understand the impact global culture and diversity inclusion has on organizational culture and will be able to work effectively across cultural perspectives.

**Program Goal 5 - Connection to San Francisco Location and Ignation Education Values**

* LO 5a) Students will apply OD in San Francisco Bay Area organizations across sector, industry, and organizational life cycle.
* LO 5b) Students will develop and promote Ignation values in their OD work (e.g., caring for the mind, body and spirit of the whole person, striving for excellence , providing service to those in need, reflecting then acting for change)

### MSOD Assessment Overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LO | When Assessed | Next Assessment | Assessment Point | Report | Target | Results | Notes on Closing the Loop |
| 1 | Spr 16 | Spr 19 | OD 690 | Yes | 80% meet expectations | Students are successfully meeting the target for most LOs, but some LOs remain difficult to measure. In particular, learning outcomes 2b, 4b, and 5b were most difficult to assess. | ·   Discussed results with Advisory Group and engaged in brainstorming about diversity inclusion and importance of global culture in the program.  ·   Identified three classes where individual assessments would be used in subsequent assessments.  ·   Changed Culminating Project Assignment to be more explicit regarding LOs 2b and 5b.  ·   Proposal to change learning outcome language slightly to better reflect what students do.  ·   Review of AoL is on the agenda for the fall 2016 OD faculty meeting. |
| 2 | Spr 16 |
| 3 | Spr 16 |
| 4 | Spr 16 |
| 5 | Spr 16 |
| 6 | Spr 16 |
| 7 | Spr 16 |
| 8 | Spr 16 |