

Executive Summary: MBA Assurance of Learning Report (AY 2024-25)

Introduction

This report summarizes the findings from the assessment of key MBA learning outcomes at the University of San Francisco’s School of Management for academic years 2024-25. The assessments were conducted using the MBA Innovation Project, evaluated by members of the MBA Advisory Board and an MBA alum who serves as an adjunct faculty member. The findings provide insight into students’ strengths and areas for improvement, offering actionable recommendations to enhance learning outcomes.

PERCENTAGE MEETING/EXCEEDING EXPECTATIONS

LEARNING OBJECTIVE	0%	25%	50%	75%	100%
Designing Business Strategy Across Functional Areas					100%
Leadership Communication: Effectiveness & Persuasion					100%
Ethical, Environmental, and Social Implications in Business					93%
Challenging Assumptions & Appraising Competing Perspectives				80%	
Interpreting Ambiguous Information & Formulating Succinct Solutions					100%

Key Findings and Recommendations

The results reveal that students are demonstrating strong proficiency in several key areas—particularly communication, strategy formulation, and decision-making in ambiguous environments—while also highlighting areas where the curriculum can better support integrative thinking, ethical analysis, and structured critical appraisal.

Importantly, these insights are directly informing the implementation of the newly **redesigned MBA curriculum**, set to launch in **Fall 2025**, which is designed to address several of the challenges identified in this assessment cycle.

Performance Highlights by Learning Outcome

LO1: Designing Business Strategy Across Functional Areas

Students demonstrated a solid grasp of how to incorporate concepts from multiple business disciplines into a coherent strategic vision. While many demonstrated clear integration of marketing, finance, and operations, others identified concepts without fully translating them into actionable strategies.

Curriculum Response:

The new **Storytelling with Data** course will strengthen students' ability to apply frameworks and evidence in a compelling, practical manner. The addition of **AI for Business Applications** will also enhance students' capacity to incorporate predictive and analytical tools into strategic thinking.

LO2: Developing a Leadership Communication Style

This was the strongest-performing learning outcome. Students consistently communicated ideas with clarity, logic, and audience awareness. Projects were well-structured, persuasive, and supported by strong calls to action.

LO4: Addressing Ethical, Environmental, and Social Implications

This outcome was the least consistently demonstrated. While some students thoughtfully assessed stakeholder impact, most addressed only one or two dimensions (e.g., ethics or environment), and often failed to integrate these considerations into core recommendations.

Curriculum Response:

The **flexible core** introduces elective tracks such as *Sustainability* and *Ethics & Impact*, allowing students to deepen their understanding of ESG principles. Additionally, the **Global Business Practicum** will expose all students to complex stakeholder dynamics in international and cross-cultural contexts.

LO5: Challenging Assumptions and Appraising Competing Perspectives

Students showed meaningful progress in identifying and challenging assumptions but struggled to apply structured processes to compare and reconcile competing viewpoints. Many projects acknowledged alternative ideas without fully integrating or evaluating them.

LO6: Interpreting Ambiguous Information and Formulating Succinct Solutions

This was another area of strong performance. Students demonstrated the ability to synthesize incomplete or uncertain data into clear, practical recommendations. Many showed comfort navigating ambiguity and delivered insights with focus and clarity.

Curriculum Response:

The new **AI for Business Applications** course will further support the ability to interpret and act on ambiguous, fast-evolving datasets using real-world tools and case simulations.

Programmatic Shift: From Innovation Project to Magis Final Project

In alignment with the program redesign, the **Innovation Project** will be retired. Beginning with students graduating under the new curriculum, all MBA candidates will complete a **Magis Final Project** in their final semester. While retaining key elements of the Innovation Project (e.g., application of business strategy and functional integration), the Magis Project places explicit emphasis on values-driven leadership by requiring students to reflect on how their project creates value for communities, the environment, and society at large.

This transition better reflects the mission-driven goals of the University and deepens the connection between strategic execution and social responsibility. It also reinforces the ethical, environmental, and social learning outcomes identified as areas for growth in this year's assessment.

Conclusion & Strategic Outlook

The results of the AY 2024–25 assessment affirm that USF MBA students are developing critical competencies in leadership communication, strategic thinking, and analytical decision-making. At the same time, the assessment process highlighted the need for greater integration of ethical reasoning, social and environmental awareness, and structured critical thinking.

The **Fall 2025 curriculum redesign**—with its introduction of new core courses, flexible elective pathways, a global practicum, and a values-centered final project—directly responds to these findings. These changes position the USF MBA to graduate leaders who are not only prepared to make smart business decisions but also driven to do so with clarity, integrity, and purpose.