

California State University, Fresno
Craig School of Business
Master of Business Administration
Department/Program Assessment Coordinator:

Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The Master of Business Administration (MBA) program educates and inspires a diverse student body and supports sustainable, inclusive economic development in Central California and beyond.

CSB's mission is consistent with the California State University, Fresno's mission. We especially identify the following consistencies.

Economic enhancement of community. Both mission statements recognize the importance of a strong higher education facility to promote the economic well-being and development of the region.

Productive careers. Both mission statements emphasize productivity in careers and as members of the community.

Engaging in research. Both mission statements reflect the recognized value of research to advancing knowledge. Both statements emphasize disseminating the results of research to enhance the community.

Community service. Both mission statements recognize dedication to community service.

Partnerships with professional community. Both statements recognize the value of the learning institution partnering with the business community.

CSB has been accredited by the Association to Advance Collegiate Schools of Business, AACSB International, since 1959. AACSB is the accrediting agency for schools of business and the highest level of accreditation a school of business can achieve. Reaccreditation occurs every five years. The most recent reaccreditation CSB underwent occurred in 2019.

II. Program Learning Outcomes (Also known as Goals) and related SLO's

- A. For Fresno State's Institutional Learning Outcomes (ILO's), see the following webpage:
<<http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>>.
- B. Program Learning Outcomes/Goals and related SLO's
 - 1. "Functional Areas & Integration" Our graduates will be knowledgeable in the functional areas of business, and be able to integrate the disciplines to solve complex problems.
 - a. Demonstrate competency of all functional areas of business (e.g., accounting, finance, marketing, organizational behavior, human resources, legal and social issues, Information systems, etc.).
 - b. Demonstrate the ability to integrate knowledge from the different disciplines to solve problems which span disciplines.
 - 2. "Problem Solvers" Our graduates will be effective problem solvers with the ability to use appropriate analytical tools.
 - a. Our students will use a step-by-step approach to make reasoned decisions
 - b. Our students will utilize spreadsheets and other analytical tools and technology to enhance their analysis and organization of data related to a specific business issue.
 - 3. "Effective Communicators" Our graduates will be effective communicators.
 - a. Our students will prepare and deliver coherent, professional oral presentations on a business issue.
 - b. Our students will write clear, concise, well-organized and properly framed analyses of a business case, using correct grammar, composition, and spelling.
 - c. Our students will exhibit strong interpersonal communication skills in a team context.
 - 4. "Legal & Ethical Frameworks" Our graduates will understand the importance of different legal and ethical frameworks.
 - a. Our students will be able to articulate business strategies that address legal/regulatory issues and acknowledge the interests of public stakeholders.
 - b. Our students will identify an ethical dilemma in a case and apply a relevant approach to propose a resolution.
 - 5. "Global & Cultural Perspectives" Our graduates will understand different global and cultural perspectives.
 - a. Our students will apply knowledge of global business environments and cultural values to address business problems.

III. Curriculum Map [d]: Courses in which SLO's are addressed and evaluated

Course	1.a.	1.b.	2.a.	2.b.	3.a.	3.b.	3.c.	4.a.	4.b.	5.a.
MBA 210	M				D	D	D			
MBA 211	D		M			I				
MBA 212	M			D						
MBA 213	M			D						
MBA 214	M					D	D			I
MBA 215								D	D	
MBA 279	M	M								D
MBA 298 / MBA 299			M	M	M	M	M			

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

I = Introduced

D = Developed

M=Mastered

Assessment

Group II (18 units)

These courses develop the M.B.A. candidate's core managerial skills: MBA 210, MBA 211, MBA 212, MBA 213, MBA 214, and MBA 215.

MBA 210 - Leadership and Organizational Behavior: A seminar that examines management functions and behavioral processes as they relate to complex problems in today's dynamic organizations. Special emphasis on leadership, organizational change, and motivational issues. Lectures, discussions, case studies, and experiential exercises.

MBA 211 - Management Information Systems: Management and technical aspects of computer-based information systems. Emphasis is on issues for non-IS managers in the areas of inter- and intra-organizational systems; system development, acquisition, and implementation; software, hardware, and data resource management and control.

MBA 212 - Financial Management: Theories, concepts, and techniques in financial management; financial analysis, planning, forecasting, and working capital; risk and return analysis, valuation models, cost of capital budgeting; capital structure, dividend policy and long-term financing. Special contemporary topics in financial management.

MBA 213 - Managerial Accounting: In-depth consideration of several topical areas in accounting analysis related to both profit and not-for-profit organizations, with emphasis on currently controversial issues. Analysis includes budgetary planning, cost analysis, internal control and case studies.

MBA 214 - Marketing Management: Analysis of the concept of marketing, the marketing strategy development process at strategic business unit level, and segmentation and positioning strategies. The

development of product, price, promotion, and distribution strategies. Examination of product, price, promotion, sales, and distribution management topics and issues through case analysis.

MBA 215 - Regulatory and Ethical Environment of Business: Relationships among personal ethics, corporate social responsibility, and regulatory policy on business decision-making. Evaluation of business decisions, corporate goals, and regulatory statutes and process in terms of their ethical quality and adherence to sound policy.

Business Policy and Strategy (3 units)

This course is taken upon completion of the Group II courses. Students are also allowed to take Group II courses concurrently with MBA 279.

MBA 279 - Seminar in Business Policy and Strategy: Evolution of strategic management, globalization of strategy, role of multinationals, competitive advantage strategy formulation; implementation; control issues; role of top and middle management; ethics; and culture.

Culminating Experience (3 units)

For their final M.B.A. project, students must complete either MBA 298 or MBA 299

MBA 298 - Management Project: Advanced to Candidacy, and permission of director. See Criteria for Thesis and Project. Examination of the work and problems general managers of business units face as chief strategists and organization builders. Independent analysis of an operating industry, business, or a principal functional area of an organization. Case studies and field research project. Approved for RP grading.

MBA 299. Thesis

Prerequisites: MBA 216, Advanced to Candidacy, and permission of director. See Criteria for Thesis and Project. Preparation, completion, and submission of an acceptable thesis for the master's degree. Approved for RP grading.

IV. SLO's Mapped to Assessment Measures and Methods

SLO	Assessment Measure	Evaluation Method
1.a.	MBA 279 Exam	Score
1.b.	MBA 279 Case Analysis	Rubric
2.a.	MBA 298 Project	Rubric
2.b.	MBA 213 Excel Assignment	Score
3.a.	MBA 210 Presentation	Score
3.b.	MBA 214 Case Analysis	Rubric
3.c.	MBA 210 Presentation	Score
4.a.	MBA 215 Case Analysis	Rubric
4.b.	MBA 215 Case Analysis	Rubric
5.a.	MBA 279 Case Analysis	Rubric

1.

V. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment

- A. Direct Measures (Department/Program must use a minimum of *three* different direct measures)
1. To assess SLO 1.a., a content exam will be administered in MBA 279. This exam will be based upon items provided by the faculty from the core MBA classes.
 2. To assess SLO 1.b., a case analysis in MBA 279 will be evaluated. A project rubric will be used to evaluate the learning outcome.
 3. To assess SLO 2.a., a project rubric will be used to evaluate the integrative aspect of culminating MBA 298 projects.
 4. To assess SLO 2.b., an individual Excel assignment in MBA 213 will be evaluated.
 5. To assess SLO 3.a., the MBA 210 group presentation will be evaluated. An oral presentation rubric will be used to evaluate the learning outcome.
 6. To assess SLO 3.b., a case written up in MBA 214 will be evaluated.
 7. To assess SLO 3.c., the MBA 210 group presentation will be evaluated. The presentation score will be used to evaluate the learning outcome.
 8. To assess SLO 4.a., a case analysis in MBA 215 will be evaluated.
 9. To assess SLO 4.b., a case analysis in MBA 215 will be evaluated.
 10. To assess SLO 5.a., a case analysis in MBA 279 will be evaluated.
- B. Indirect Measures (Department/Program must use a minimum of *one* indirect measure).
2. MBA 281. International Business – Examination of current topics related to international business. Areas of study will include but are not limited to international marketing, finance, logistics, regulatory environments, trade including import/export concerns, the transition of economies, and relevant political environments. Lecture and cases. **Assessment Method:**

Students participate in the Study Abroad Program. In this program, students take classes and visit local business organizations. Students fill out the survey at the end of the program.

VI. Assessment Schedule/Timeline

SLOs & Assessment Methods	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
1.a MBA 279 Exam	Compiling data	Reporting & Contemplation of data	Decisions how to react to the data	Implementation of changes	Remeasure
1.b. MBA 279 Case Analysis	Compiling data	Reporting & Contemplation of data	Decisions how to react to the data	Implementation of changes	Remeasure
2.a. MBA 298 Project	Implementation of changes	Implementation of changes & Remeasure	Compiling data	Reporting & Contemplation of data	Decisions how to react to the data
2.b. MBA 213 Excel Assignment	Compiling data	Reporting & Contemplation of data	Decisions how to react to the data	Implementation of changes	Remeasure
3.a. MBA 210 Presentation	Implementation of changes & Remeasure	Remeasure & Compiling data	Reporting & Contemplation of data	Decisions how to react to the data	Implement changes

3.b. MBA 214 Case Analysis	Compiling data	Reporting & Contemplation of data	Decisions how to react to the data	Implementation of changes	Remeasure
3.c. MBA 210 Presentation	Compiling data	Reporting & Contemplation of data	Decisions how to react to the data	Implementation of changes	Remeasure
4.a. MBA 215 Case Analysis	Compiling data	Reporting & Contemplation of data	Decisions how to react to the data	Implementation of changes	Remeasure
4.b. MBA 215 Case Analysis	Compiling data	Reporting & Contemplation of data	Decisions how to react to the data	Implementation of changes	Remeasure
5.a. MBA 279 Case Analysis	Compiling data	Reporting & Contemplation of data	Decisions how to react to the data	Implementation of changes	Remeasure

VII. Closing the Loop

Fresno State Closing the Loop process is described immediately below.

3. A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.

Closing the Loop Process:

The assessment process requires compiling data on learning, reporting that data, contemplation of the data, then deciding how to react to the data. The last step is “closing the loop.” But after the decision on how to respond to the data is made, there must be implementation of the changes decided on. After implementation, there must be a new assessment of the changes. So the process is one of continuous improvement. The CSB administration and assessment team has embraced the continuous improvement model for student objective assessment.

1. Compiling data – Direct measures are conducted in the assigned classes, and indirect measures are collected at appropriate times. Blackboard is used to enable faculty to input their direct assessment results into an Excel file and to submit it to the School. The assessments for each learning objective are compiled by the Assessment coordinators and the Associate Dean.

2. Reporting data – The results are communicated to the Dean for the Dean’s Annual Report to the Provost. The results are put into graphs and communicated to the faculty during the faculty meetings at the beginning of the fall semester. Often the results are communicated at the beginning of the spring semester or at the end of a semester. Deans report the results to other stakeholders such as business community members and students.

3. Contemplation of the data – At the faculty meetings, faculty discuss the results and suggest ways to improve student learning and the process for obtaining assurance of learning. The assessment coordinators take faculty and administrative advice for how to use the results for program improvement.

4. Decisions how to react to the data – The assessment coordinators and deans begin the semester-long work of assisting faculty in course, curricula, instruction, and program adjustment, and in devising measurements that will capture evidence of student learning. The advice is reported in faculty meetings and faculty individually become involved in working with the assessment coordinators and the deans.

5. The changes in courses, curricula, instruction, programs, and methods of measuring learning are implemented the following semester or year. Changes are then assessed the following semester or year. The process has now begun another cycle.

SLOs	Assessment Methods	Closing the Loop Actions Implemented
2.a. Our students will use a step-by-step approach to make reasoned decisions	MBA 298 Project	After reviewing the project rubric’s required criteria and data collected from 2018 to 2022, we found that students scored lower on critical thinking, which involves “careful analysis and judgment.” To improve their ability to critically assess problems and come up with appropriate recommendations, we required our students to follow the Harvard Business Review’s How to Solve Problems step-by-step guide when faced with an obstacle. 1. Define the problem 2. Generate solutions 3. Evaluate solutions 4. Pick a solution 5. Make a plan

3.a. Our students will prepare and deliver coherent, professional oral presentations on a business issue	MBA 210 Presentation	We created a rubric with three main categories (presentation skills, visual aids, and content). The main categories have subcategories that help us identify specific opportunities for improvement. The subcategories for presentation skills are speaking and volume, speaking vs. reading, mannerisms, and connection with the audience. The subcategories for visual aids are readability, effectiveness, and quantity and organization. The subcategories for content are introduction, coverage of subject matter, conclusion, and questions and comments. We evaluate these categories using a five-point scale. ● Did not meet expectations (0-1) ● Met Expectations (2-3) ● Exceeded Expectations (4-5) We have collected data only for one semester and will continue to do so for another academic year (2023-2024). Depending on the data, we will identify opportunities for improvement and implement changes that will enhance our student's presentation skills. As an example, using the data we have collected, we have identified two opportunities (non-distracting mannerism and purposeful conclusion) that could help our students improve their presentation skills. The instructors will require students to record and watch a practice presentation to help them reduce distracting mannerism. To help students make purposeful conclusions at the end of each presentation, the instructor will provide a list of ways to end a presentation (i.e., summarize the key points, announce a call to action, use a powerful quote, ask a rhetorical question, and thank contributors) and ask the students to implement one.
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