University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD’s commitment to the intellectual, spiritual, and overall development of students. A PDF version of this form will be posted on the University’s Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)
Master of Business Administration (MBA)

College/School Name (e.g. CAS, KSPS, SB, SMSOE)
SB

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

The Master of Business Administration (MBA) program assesses six learning outcomes on a rotating basis. The program uses various assessment methods in appropriate program courses to evaluate the quality of student work in the areas of advanced business knowledge, interpersonal skills in diverse environments, critical analysis skills, applied management skills, (oral and written) business communication skills, and standards of ethical behavior.

Results and Actions Taken
Assessment Cycle
2016-2017

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

In the Summer 2017 semester, MBA students’ advanced business knowledge was assessed to ensure students are able to show advanced skills in finance. Students are assessed with a rubric, and are expected to score at 80% or better in each criterion. The rubric uses the following criteria: the ability to price stocks and bonds, and manage stock and bond portfolios (Result: 89%), the ability to apply the concepts of time value of money to valuation (Result: 97%), the ability to apply capital budgeting techniques (Result: 90%), the ability to apply the financial risk/return relationship (Result: 83%), the ability to understand the implications of the efficient markets hypothesis (Result: 97%), the ability to estimate the cost of capital for a publicly traded firm (Result: 87%) and the ability to value an acquisition target (Result: 86%). Overall student learning as assessed by the learning outcomes has been at worst proficient and at best exemplary. The benchmark of 80% was met in each goal’s case, with “ability to apply financial risk/return relationship” attaining the lowest score of a 83% average. While this is still proficient, we will keep a close look to ensure we do not fall under the 80% benchmark. The rest of the learning goals are met with a high degree of satisfaction.