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CBA Assessment Case Study
MGMT 425
March 9, 2012
What is MGMT 425?

- Business Strategy and Policy
- Undergraduate Program Capstone
- Two goals:
  - Understand and apply knowledge about the field of strategic management; conduct competitive analysis; develop capacity to think strategically about a company, its business position and how to gain a sustainable competitive advantage
  - Integrate and apply knowledge from business core curriculum using cases, exercises, problems and simulations
Assessments in MGMT 425

- CSU-Business Assessment Test:
  - A major fields test covering subjects covered in all core courses
  - 80 questions, 70 minutes
  - Administered by most MGMT 425 instructors once per year in spring
  - Student performance and incentives

- Critical Thinking Case Assignment - Embedded

- Team and Leadership Skills Peer Evaluation - Embedded
CBA and Course Learning Goals

- **Critical Thinking** – Students will demonstrate conceptual learning, critical thinking, and problem-solving skills.
  - Students will demonstrate their ability to conduct strategic analysis in a variety of industries and competitive situations.
  - Students will apply the knowledge gained in earlier business courses to analyze strategic problems.
  - Students will demonstrate that they can evaluate alternative solutions to strategic problems and provide well-reasoned recommendations for strategic business problems.
  - Instructors should use appropriate evaluation instruments, such as a written case analysis assignments or business simulations to evaluate student learning outcomes.
# Porter’s Five Forces Analysis Rubric Example

## Case: Competition in the Bottled Water Industry in 2006

<table>
<thead>
<tr>
<th></th>
<th>Failing</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Exceptional</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Power of Buyers</strong></td>
<td>Incorrect identification of relevant buyers and impact on industry. (0)</td>
<td>Correctly identifies one or two relevant buyers, but unclear or weak discussion of factors that shape impact of buyers on industry. (1)</td>
<td>Correctly identifies relevant buyers and supports choices with a discussion of one factor that shapes impact of buyers on industry. (2)</td>
<td>Correctly identifies relevant buyers and supports choice with a discussion of two or more factors that shape impact of buyers on industry. (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Power of Suppliers</strong></td>
<td>Incorrect identification of relevant suppliers and impact on industry. (0)</td>
<td>Correctly identifies one or two relevant suppliers, but unclear or weak discussion of factors that shape impact of suppliers on industry. (1)</td>
<td>Correctly identifies relevant suppliers and supports choices with a discussion of one factor that shapes impact of suppliers on industry. (2)</td>
<td>Correctly identifies relevant suppliers and supports choice with a discussion of two or more factors that shape impact of suppliers on industry. (3)</td>
<td></td>
</tr>
</tbody>
</table>
2009/2010 Results

- Most recent 2009/2010 results (N=260)
  - 23% achieved 80% or better (exceeded expectations)
  - 54% achieved 50%-79% (met expectations)
  - 23% failed

- 77% of students met expectations, up from 65% in 2007, slightly down from 2008

- Fourth repetition of this assessment (Spring 2012)
We identified 3 sources of problems for students

- **Inadequate critical thinking skills** – course coordinators met and discussed critical thinking, other core courses implemented more writing and analysis exercises.

- **Inadequate preparation in Economics (Econ 333)** – reviewed Econ 333 syllabus, some collaboration with Econ faculty

- **Inadequate practice/explanation of Five Forces analysis tool** – instructors implemented practice Five Forces assignment at least once prior to assessment.

- Some instructors chose to distribute rubric to students
CBA and Course Learning Goals

- **Team & Interpersonal Skills** – Students will be able to demonstrate interpersonal skills for working in a dynamic and diverse world, including in a team environment.
  - Students will gain hands-on experience in a team environment in crafting business strategy, reasoning carefully about strategic options, using what-if analysis to evaluate action alternatives, and initiating change necessary to keep the strategy responsive to newly emerging market conditions.
  - Instructors should use appropriate evaluation instruments, such as peer evaluation to evaluate student learning outcomes.
Peer evaluation following a semester-long on-line business simulation.

- 5 items on demonstrating team leadership and independent thinking;
- 5 items on demonstrating collaboration skills and teamwork

Measure: Percentile ranking vs. all simulation players worldwide over the last 12 months

- (Global Population statistics: Students = 19,871, Companies = 5,897, Schools = 175, Countries = 19)

- N= 172 students during Spring and Fall semesters 2009/2010, close to total population of students playing the simulation.
Sample Peer Evaluation Questions
Collaboration and Teamwork

Enthusiasm and commitment (6 points)

a. Almost none
b. Inadequate
c. Adequate; acceptable
d. Good enthusiasm and commitment
e. Very enthusiastic and committed
f. Exceptional; strongest of all co-managers

Teamwork and cooperativeness - worked well with co-managers (6 points)

a. Quite weak; gave team many problems
b. Marginal; prone to make decisions without telling anyone
c. Adequate
d. Good
e. Excellent; very impressive
f. Exceptional; strongest of all co-managers
2009/2010 Results

<table>
<thead>
<tr>
<th></th>
<th>Exceeded (&gt;=80%)</th>
<th>Met (50%-79%)</th>
<th>Did not meet (&lt;50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leadership and</td>
<td>39.5%</td>
<td>22.7%</td>
<td>37.8%</td>
</tr>
<tr>
<td>Independent Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration Skills and</td>
<td>43.0%</td>
<td>19.8%</td>
<td>37.2%</td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
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- Slightly more than 60% met or exceeded expectations (slightly lower total than in 2008, but more students exceeded expectations than in 2008)
- Both graduate and undergraduate students are represented in the global population
- Size of global population has significantly increased since 2007
- Teamwork is not actually taught in MGMT 425, this is an application of knowledge acquired in other places in the Business curriculum.