



Academic Program Assessment Report for AY 2019-2020

(Due: June 1, 2020)

Program: HSB/Graduate (MBA)

Date report completed: __ May 30, 2020 __

Completed by: Laee Choi

Assessment contributors (other faculty involved): He-Boong Kwon, Carl Wright

Brief statement of Program mission and goals:

The mission of the Hasan School of Business at Colorado State University – Pueblo is “We transform students, innovate in teaching, conduct ourselves with professionalism, and engage with and positively impact our stakeholders. The intellectual pursuits of our faculty focus primarily on applied scholarship and instructional development. Our outreach activities - developed in partnership with the community - serve to enhance the quality of life and economic well-being in southeastern Colorado.”

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2019-2020 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department’s conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
None							Please see comments below.

Comments on part I: In February 2019, HSB had the AACSB visit and the visit team suggested two important changes in SLOs: 1) simplifying the measurements and processes of SLOs and 2) differentiating SLOs of MBA from those of undergraduate. The new goals/objectives are shown in Appendix A alongside the old version.

AoL committee (Lae Choi, He-Boong Kwon, Carl Wright) attended AACSB Assurance of Learning (AoL) Seminar I that took place in Tampa, FL on November 4-5, 2019, and learned how to design the measurement and process of SLOs in the business school. Appendix B is AACSB AoL Seminar report.

In accordance with the suggestion from the AACSB team and the AoL training, during AY 2019 – 2020, we have focused on the creation of new goals and objectives for the MBA degree program. In AY 2020 – 2021, we will start to assess newly developed MBA SLOs in sequence.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
<u>Goal 3. Decision Making in a Global Business Environment</u> 3.1. Demonstrate knowledge of the global business environment. 3.2: Evaluate situations and strategies in global organizations. 3.3: Develop recommendations for global organizations.	Summer 2018	The last assessment of 3.1. showed that 81% students met or exceeded expectations, but there was a decline in performance. So we needed to see how the next results come out. Next assessment is scheduled for Spring 2021. Overall, though, our results for this SLO have been good over time. For 3.2. and 3.3., Students did well on the SLOs as 92% students met or exceeded expectations.	We changed SLOs for MBA and students' understanding of Global Perspectives will be assessed by a new goal/objective: <u>Goal 2. Managing organizational change</u> ; 2.1. <i>Graduates will implement change management techniques in addressing organizational responses to change— global and/or innovative technology.</i>	Next assessment is scheduled for Spring 2021.

<p><u>Goal 4. Ethical Analysis</u> 4.1: Identify relevant facts and ethical issues. 4.3: Develop relevant alternatives. 4.4: Demonstrate the ability to make ethical choices.</p>	<p>Fall 2018</p>	<p>The results indicated the ability to meet the specifics of the SLOs: 4.1. (82%), 4.3. (91%), and 4.4. (91%). But, there was a wide variation in the students' ability to make coherent arguments to support their positions. In addition, many students took a very personal approach to both addressing the situations and developing solutions, which in most cases did not result in a generalizable solution.</p> <p>As recommendations, the AoL team and artifact collectors discussed that old cases may not be used as they may blindly rely on the information already posted online instead of using their own observations and analyses.</p>	<p>We changed SLOs for the MBA and students' Ethical Perspectives will be assessed by a new goal/objective: <u>Goal 3. Being socially responsible;</u> 3.1. <i>Graduates will be ethically and socially responsible in decision making.</i></p> <p>To assess this SLO, We will collect other (newer) cases in the future.</p>	<p>Next assessment is scheduled for Spring 2021.</p>
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Comments on part II:

Appendix A. MBA LEARNING GOALS & OBJECTIVES

OLD

1. Expression of Thoughts and Ideas

- 1.1: Demonstrate competency in written communication skills – format.
- 1.2: Demonstrate competency in written communication skills – vocabulary.
- 1.3: Demonstrate competency in oral communication and presentations – organization.
- 1.4: Demonstrate competency in oral communication and presentations - articulation of ideas.

2. Decision Making and Problem Solving

- 2.1: Identify issues in need of resolution.
- 2.2: Identify appropriate methods to apply to problems.
- 2.3: Correctly use analytical methods.
- 2.4: Evaluate business situations.
- 2.5: Develop viable recommendations based on analyses.

3. Decision Making in a Global Business Environment

- 3.1: Demonstrate knowledge of the global business environment.
- 3.2: Evaluate situations and strategies in global organizations.
- 3.3: Develop recommendations for global organizations.

4. Ethical Awareness

- 4.1: Identify relevant facts and ethical issues.
- 4.2: Evaluate ethical situations using appropriate frameworks.
- 4.3: Develop relevant alternatives.
- 4.4: Demonstrate the ability to make ethical choices.

NEW

Goal 1: Achieving organizational goals

Objective:

- 1.1. Graduate will implement or manage team dynamics in the achievement of organizational goals.

Goal 2: Managing organizational change

Objective:

- 2.1. Graduate will implement change management techniques in addressing organizational responses to change—global and/or innovative technology.

Goal 3: Being socially responsible

Objective:

- 3.1. Graduates will be ethically and socially responsible in decision making.

Goal 4: Formulating strategic decision

Objective:

- 4.1. Graduates will make strategic decisions applying business knowledge and analytic skills.

Appendix B. AACSB Assurance of Learning Seminar I Report

November 4-5, 2019 in Tampa, Florida, USA

Facilitator: Karen Ann Tarnoff, Ph.D.

Associate Dean for Assessment and International Programs

Associate Professor of Management

College of Business and Technology

East Tennessee State University

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About our facilitator—

Dr. Karen Tarnoff is an excellent facilitator—well informed, high energy, confident, and personal. SACS, AACSB, ABET, CADE are the accrediting bodies for which she is responsible to coordinate for six diverse departments (i.e., Accountancy; Economic and Finance; Management and Marketing; Computer and Information Sciences; Military Science and Technology, Survey, and Digital Media). Her degrees were granted by VA Tech—BS in Psychology and Sociology to Ph.D. in Human Resource Management in 1999.

Take-Away Items—

- Less is More in AOL Assessment
- AOL is Data Driven Student Learning Assessment System and Not Data Collection Exercises
- ETS Testing for Learning Goals—Not so useful today
- Data Reliability is not necessary an indication of Data Validity
- Simply Economic Data Collection Instrument
- The shift is to An Internal Driven Focus from External AACSB Focus
- One Clear Direct Measurement for each objective –Six Rubrics one Test
- Every Measurement System has faults—Just Fix Them and Move On—System Improvement
- AOL is Not Value Added—No Need for Pre-test and Post-test—Demonstrate that Students meet our objectives—Do not have to demonstrate value added—Demonstrate Only Quality Student-Output
- Not Every Objective Per Semester Needs to be Assessed
- No More than eight (8) Learning Goals—Average four (4) Goals Per program
- Assess 20% to 25% or Less of Student Enrolled in Program Is a Good Sample—You will have explained logic to team members—Small Programs 100% Sample
- Visiting Team Members Desires to See Data of Student Improvement
- New Programs Must Improve Student learning—if not why the new program?
- Movement to Positive is not a compliance requirement
- Report Results by Programs
- Develop or Adopt Measurement Instruments

- Learning objectives can be created based on three dimensions of Bloom’s Taxonomy—Cognitive, Affective, and Psychomotor.
- Learning objectives should be measureable with specific rubrics.
- Individual students should be evaluated—not recommend group assignments.
- Each learning goal will be measured twice in 5 years, with curriculum improvements in between the two measurements—‘Close the loop’
- It is more efficient to have one assessment that assess multiple objectives.
- AACSB’s focus is on “program” assessment, not “course” assessment.
- AOL process should be Simple-Easy-Efficient