



**Department/Unit Assessment Report for AY 2018 - 2019**

**Due: May 24, 2019**

**Completed by:** S. Aun Hassan

**Other assessment contributors:** Brad Gilbreath, Laee Choi, He-Boong Kwon

**Department/Unit:** HSB/Graduate (MBA)

**Date report completed:** May 15, 2019

Please describe the previous year’s assessment activities and follow-up for your program/unit below. Please complete this form for each separate department/unit if you supervise more than one. Submission instructions: Complete this form and attach any appropriate documentation. Have appropriate supervisor review and approve the report. Submit PDF report to provostoffice@csupueblo.

Thank you.

**Briefly describe the main mission/goal of your unit:**

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.”

**I. Assessment of Outcomes in this cycle.** Including key performance indicators, processes, results, and recommendations for continuous improvement. Use Column H to describe improvements planned for the next year based on the assessment process.

A. Which of the department/unit outcomes were assessed during this cycle? <b>Please include the outcome(s) verbatim from the unit’s strategic and/or management plan or goals.</b>	B. When was this outcome <u>last</u> assessed (year) and what is the frequency of assessment?	C. What method was used for assessment of this outcome? <b>Please include a copy of instruments and/or rubrics used in the assessment process.</b>	D. Who/what was assessed? Please describe the data collected and/or evaluation artifacts involved.	E. What is the expected achievement level (benchmark or goal) for this outcome?	F. What were the results of the assessment? Include the proportion of results meeting expectation.	G. What were the department/unit conclusions about the assessment results? Have you met or exceeded your goals?	H. What changes/improvements are planned based on this assessment?
Demonstrate knowledge of the global business environment	Summer 2018	There were two faculty members that assessed the artifacts	Twenty case write-ups from MKTG 575 were assessed	We expect that at 80 percent of our students will meet or exceed our expectations. For <i>exceeds</i> , ideas are	Eighty-one percent students met or exceeded expectations	The last assessment showed a decline in performance, so we will need to see how the next results come out. Overall, though, our results for this sub goal have been	No actions planned. Next assessment is scheduled for Spring 2021.

				clearly articulated. For <i>meets</i> , ideas are generally well articulated; not difficult to comprehend.		good over time.	
Evaluate situations and strategies in global organizations	Summer 2018	There were two faculty members that assessed the artifacts	Twenty case write-ups from MKTG 575 were assessed	We expect that at 80 percent of our students will meet or exceed our expectations. For <i>exceeds</i> , ideas are clearly articulated. For <i>meets</i> , ideas are generally well articulated; not difficult to comprehend.	Ninety-two percent students met or exceeded expectations	Students did well on this SLO.	No actions planned. Next assessment is scheduled for Spring 2021.
Develop recommendations for global organizations	Summer 2018	There were two faculty members that assessed the artifacts	Twenty case write-ups from MKTG 575 were assessed	We expect that at 80 percent of our students will meet or exceed our expectations. For <i>exceeds</i> , ideas are clearly articulated. For <i>meets</i> , ideas are generally well articulated; not difficult to comprehend.	Ninety-two percent students met or exceeded expectations	Students did well on this SLO.	No actions planned. Next assessment is scheduled for Spring 2021.
Identify relevant facts and ethical issues	Fall 2018	There were two faculty members that assessed the artifacts	Eleven case write-ups from MGMT-520 were assessed	We expect that at 80 percent of our students will meet or exceed our expectations. For <i>exceeds</i> , ideas are	Eighty-two percent students met or exceeded expectations	Although the results indicate the ability to meet the specifics of the sub-goals, there was a wide variation in the students' ability to make coherent	We the AoL team met with the artifact collector to make sure that the artifact covered all or most sub-goals for this SLO. It was also discussed that old cases may not be used as they may blindly rely on the

				clearly articulated. For <i>meets</i> , ideas are generally well articulated; not difficult to comprehend.		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 a generalizable solution. A discussion of these topics is needed to achieve the type of learning results we seek.	information already posted online instead of using their own observations and analyses. We will follow these guidelines when we assess this SLO or collect other cases in the future. Next assessment is scheduled for Spring 2021.
Develop relevant alternatives	Fall 2018	There were two faculty members that assessed the artifacts	Eleven case write-ups from MGMT-520 were assessed	We expect that at 80 percent of our students will meet or exceed our expectations. For <i>exceeds</i> , ideas are clearly articulated. For <i>meets</i> , ideas are generally well articulated; not difficult to comprehend.	Ninety-one percent students met or exceeded expectations	Although the results indicate the ability to meet the specifics of the sub-goals, 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 a generalizable solution. A discussion of these topics is needed to achieve the type of learning results we seek.	We the AoL team met with the artifact collector to make sure that the artifact covered all or most sub-goals for this SLO. It was also 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. We will follow these guidelines when we assess this SLO or collect other cases in the future. Next assessment is scheduled for Spring 2021.
Demonstrate the ability to make ethical choices.	Fall 2018	There were two faculty members that assessed the artifacts	Eleven case write-ups from MGMT-520 were assessed	We expect that at 80 percent of our students will meet or exceed our expectations. For <i>exceeds</i> , ideas are	Ninety-one percent students met or exceeded expectations	Although the results indicate the ability to meet the specifics of the sub-goals, there was a wide variation in the students' ability to make coherent	We the AoL team met with the artifact collector to make sure that the artifact covered all or most sub-goals for this SLO. It was also discussed that old cases may not be used as they may blindly rely on the

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Comments on part I:

**II. Closing the Loop. Describe the data-informed changes made in your department/unit during the AY \_\_\_\_\_ cycle.** These are those that were based on, or implemented to address, the results of assessment from previous cycles. **Provide a timeline for addressing other needed changes.**

A. What outcome(s) did you address? <b>Please include the outcome(s) verbatim from the unit's unit's strategic and/or management plan or goals.</b>	B. When was this outcome assessed to generate the data which informed the change? (year)	C. What were the recommendations for improvement from the previous assessment?	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?
Demonstrate competency in written communication skills – format.	Spring 2017	We need to identify core competencies for report writing and build in opportunities for students to build those competencies in MBA courses. We will share those competencies with faculty during Convocation so they can include those in their courses. We also will conduct a focus group with experienced MBA students to get their insights on causes and potential solutions.	During fall 2018, we discussed these issues with HSB faculty and based upon feedback from faculty, we created a writing checklist with the help of HSB Curriculum committee. This writing checklist was shared with the faculty to be used as-is or with any changes that may work better for their MBA classes. As a follow-up, we did a survey from faculty and many faculty mentioned is their response that they have started to use this writing checklist in their MBA courses. These faculty members will continue to use this writing checklist during Spring 2019 semester.	We will assess this SLO during AY 2019-2020 to check the results of these close the loop activities.
Demonstrate competency in written communication skills – vocabulary	Spring 2017	- Same as above	- Same as above	We will assess this SLO during AY 2019-2020 to check the results of these close the loop activities.

Comments on part II:

## GRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT #: \_\_\_\_\_

REVIEWER: \_\_\_\_\_

To the reviewer:

Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0

Please use 'Comment' section to provide qualitative observation for each sub-goal. Capturing your observations of student performance there will help you write your overall report of student performance and your ideas for how to improve student performance.

### LEARNING GOAL THREE: DECISION MAKING IN A GLOBAL BUSINESS ENVIRONMENT

Our graduate students will understand the global business environment.

Our graduate students will be able to craft workable solutions for organizations that operate globally.

#### MEASURABLE OBJECTIVES

Students will:

- 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.

DECISION MAKING IN A GLOBAL BUSINESS ENVIRONMENT RUBRIC				
COMPETENCY	Exceeds Expectations (=2)	Meets Expectations (=1)	Does not meet Expectations (=0)	REVIEWER SCORE
3.1 Demonstrate knowledge of the global business environment.	Demonstrates exceptional knowledge of the concepts related to the global	Demonstrates good knowledge of the concepts related to the global business	Fails to demonstrate knowledge of the concepts related to the global	

	business environment.	environment.	business environment.	
<b>Comment:</b>				
3.2 Evaluate situations and strategies in global organizations.	Comprehensively evaluates situations for global organizations.	Evaluates most elements of situations for global organizations.	Fails to evaluate most elements of situations for global organizations.	
<b>Comment:</b>				
3.3 Develop recommendations for global organizations.	Makes recommendations that are appropriate for global organizations.	Makes recommendations that are generally appropriate for global organizations.	Makes recommendations that are generally inappropriate for global organizations.	
<b>Comment:</b>				

## GRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT #: \_\_\_\_\_

REVIEWER: \_\_\_\_\_

To the reviewer:

Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0

Please use 'Comment' section to provide qualitative observation for each sub-goal. Capturing your observations of student performance there will help you write your overall report of student performance and your ideas for how to improve student performance.

### LEARNING GOAL FOUR: ETHICAL ANALYSIS

Our graduate students will be able to evaluate ethical situations and offer appropriate solutions.

#### MEASURABLE OBJECTIVES

Students will:

- 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.

ETHICAL ANALYSIS RUBRIC				
COMPETENCY	Exceeds Expectations (=2)	Meets Expectations (=1)	Does not meet Expectations (=0)	REVIEWER SCORE
4.1 Identify relevant facts and ethical issues.	Identifies the relevant facts and ethical issues involved.	Identifies most of the relevant facts and ethical issues involved.	Identifies few of the relevant facts and ethical issues involved.	
<b>Comment:</b>				

4.2 Evaluate ethical situations using appropriate frameworks.	Comprehensively evaluates ethical situations using appropriate ethical frameworks.	Evaluates ethical situations using appropriate ethical frameworks.	Fails to evaluate ethical situations using appropriate ethical frameworks.	
<b>Comment:</b>				
4.3 Develop relevant alternatives.	Offers relevant alternatives.	Generally offers relevant alternatives.	Does not generally offer relevant alternatives.	
<b>Comment:</b>				
4.4 Demonstrate the ability to make ethical choices.	Offers appropriate ethical choices.	Generally offers ethical choices.	Fails to offer appropriate ethical choices.	
<b>Comment:</b>				

**Approved by** (Name of Supervisor): \_\_\_\_\_ reviewed and approved assessment report:

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_