

Academic Program Assessment Plan

College: Hasan School of Business

Program: Business Administration BSBA

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Contact entity for plan: Hasan School of Business Assurance of Learning (AoL) Committee

Mission

“At The Malik & Seeme Hasan School of Business, Colorado State University Pueblo, we transform students through innovative teaching in a supportive, nurturing, and inclusive environment. We prioritize individual interactions with our diverse learning community, ensuring that our students and stakeholders are seen, heard, and valued. Our faculty focus their intellectual pursuits on applied scholarship and instructional delivery to expand the knowledge, skills, and experiences our students need to thrive in their chosen fields. We rateable by fostering professionalism and developing career-ready graduates. We engage in partnerships with noncommunist that create purposeful jobs, strengthen our economy, and enhance the quality of life in Southern Colorado.”

A key part of the HSB’s mission is to have positive transformational effects on students. The HSB and CSU-Pueblo serve students from a broad spectrum, including many from lower socioeconomic strata, under-represented populations, and first generation students. Our most important task at the HSB is effecting positive change in our students so that they are prepared as business professionals. We build student skills through active learning, experiential education, and collaborations with businesses and community members. HSB graduates are a critical component of Pueblo’s economic infrastructure, while many make contributions in other cities, states, and countries.

Student Learning Outcomes

For undergraduate students, the HSB’s four student learning outcomes (SLOs) are that students will be able to:

- Prepare documents and presentations that are germane, well-organized and professional
- Identify problems, apply appropriate techniques to solve them, and provide actionable recommendations
- Demonstrate understanding of global issues and perspectives that may impact business solutions
- Demonstrate awareness of ethical issues and possible impacts on business decisions recommend ethical alternatives and appropriate actions

Measures Used to Assess Student Performance

Indirect measures of student performance were introduced in 2024. The indirect measure deployed in 2024 was an alumni survey that required respondents to assess the extent to which HSB had achieved each of the four student learning objectives which are directly measured. The alumni survey will be replaced with a senior survey in 2026.

Direct measures of student performance on a particular learning outcome involve rating whether the student—on the artifact we are evaluating—exceeded, met, or did not meet the learning goal being assessed. For each learning outcome, we expect that at least 70 percent of our undergraduate students will meet or exceed the learning objective. The direct measures utilized by HSB were reviewed by the AACSB accreditation team that reaccredited HSB in 2024.

The actual criteria for evaluating the level of performance (e.g., exceeds, meets, does not meet expectations) are specified in the following rubrics:

SLO 1 COMMUNICATION RUBRIC			
EVALUATION CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations
1 Prepare documents and presentations that are germane, well-organized and professional	Documents have proper grammar and punctuation. Correctly uses vocabulary. Ideas are clearly articulated.	Documents have a few minor grammar and punctuation errors. Generally uses vocabulary correctly. Ideas are communicated in a manner that can be understood.	Documents demonstrate limited presentation of proper grammar and punctuation. Often uses vocabulary incorrectly. Ideas are poorly articulated.

SLO 2 PROBLEM SOLVING RUBRIC			
EVALUATION CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations
2. Identify problems, apply appropriate techniques to solve them, and provide actionable recommendations	Appropriately uses methods. Makes viable recommendations supported by appropriate analyses.	Often appropriately uses methods. Makes recommendations with some support.	Fails to appropriately use methods. Makes recommendations that are poorly supported and/or non-viable.

SLO 3 GLOBAL AWARENESS RUBRIC			
EVALUATION CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations
3 Demonstrates understanding of global issues and perspectives that may impact business solutions	Demonstrates extensive knowledge of terminology associated with the global business environment. Comprehensively evaluates situations associated with global organizations.	Demonstrates some knowledge of terminology associated with most global business environment elements. Evaluates situations associated with global organizations with some proficiency.	Fails to demonstrate knowledge of terminology associated with the global business environment elements. Does not effectively evaluate situations associated with global organizations.

SLO 4 ETHICAL AWARENESS RUBRIC			
EVALUATION CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations
4. Demonstrates awareness of ethical issues and possible impacts on business decisions	Shows strong ability to identify ethical issues. Clearly identifies ethical alternatives. Recommends appropriate actions.	Identifies most relevant facts. Identifies most ethical issues. Identifies some ethical alternatives. Recommends some appropriate actions.	Often fails to identify relevant facts. Often fails to identify ethical issues. Fails to identify ethical alternatives. Fails to recommend appropriate actions.

The HSB's learning outcomes assessment is described in the CSU-Pueblo Catalog. In addition, our learning outcomes are discussed with and approved by the HSB Board of Advisors. Some faculty incorporate a discussion of how their courses relate to program learning outcomes into their syllabi.

Curriculum Map

Course	SLO 1 Communication	SLO 2 Problem Solving	SLO 3 Global Awareness	SLO 4 Ethical Awareness
ACCT 202 Managerial Accounting		I		
BUSAD 101 Business Careers	I		I	I
BUSAD 265 Inferential Stats & Problem Solving		D		

BUSAD 270 Business Communications	M			
ECON 202 Macroeconomics		I	D	
ECON 201 Microeconomics		D		
MGMT 201 Management	D	I		D
BUSAD 360 Ethics in Business	D			M
MGMT 301 Organizational Behavior	D			D
BUSAD 360 Advanced Business Statistics		M		
FIN 330 Finance		I	M	
MGMT 311 Operations Management		M		
MKTG 340 Marketing	D		D	
MGMT 485 Strategic Management	M		M	M
BUSAD 493 Business Seminar	M			

SLO goal for course: I=Introduce D=Develop M=Master

The HSB's undergraduate curriculum maps indicate that faculty require students to demonstrate each of the learning outcomes in our core courses required of every business major. Artifacts of student learning include exams, papers, presentations, and cases. Core required courses and their objectives, in aggregate, meet the outcomes for the program.

Assessment Methods

The HSB primarily uses an embedded assessment approach. Artifacts of student work pertinent to a particular learning outcome are collected, and these artifacts are evaluated by faculty external to the course in which the artifact was collected to determine students' level of mastery. Whenever possible we assess individual student work rather than group projects. In addition, for follow-up (loop-closing) activities on subsequent artifact evaluation, the AoL committee solicits potential curriculum changes or adjustments from artifact reviewers to address any shortfalls in student performance on an artifact. Any loop-closing activities are summarized in the Excel spreadsheet that tracks assessment results.

Assessment Timetable

We aim to assess each of our learning objectives within three years. This timetable has been operational since 2006. Learning outcomes for which student performance was deficient may be assessed in a year-and-a-half to two years, while outcomes for which student performance has met expectations for the last several assessments may be scheduled for assessment in two to three years. All faculty are involved in assessing student performance, drafting action plans and implementing the action plans. The assessment process is coordinated by the AoL Committee, which is composed of HSB faculty. Overall responsibility for assessment rests with the Dean.

Assessment Plan Summary

Student Learning Outcome (SLO)	Measure	Expected Level of Proficiency	Assessment Timeline
SLO1: Communication Prepare documents and presentations that are germane, well-organized and professional	Measure1: <i>(direct)</i> Most of our measures are direct measures based on independent (i.e., the faculty member teaching that course does not evaluate the artifacts) faculty evaluation of student performance on exams and assignments. Artifacts are collected from a variety of courses from the core curriculum, mostly at the junior or senior level. Artifacts are collected according to our assessment schedule using courses designated from our curriculum map. Independent faculty evaluate student performance based on rubrics we have established to measure each learning goal and sub-goal. Copies of these rubrics are attached.	70% of undergraduates will meet expectations (70% or higher correct answers or proficiency) based on rubrics designed and utilized for each learning goal and sub-goal.	2-3 year cycles for all SLOs: SLO 1 last assessed in 2025

	Measure 2 (indirect) Indirect measures include alumni and senior surveys on the SLOs that are assessed directly in measure 1..	70% of respondents will agree or strongly agree that HSB prepared the respondent to achieve the SLO	Biannually
SLO 2: Problem Solving Appropriately uses methods to solve problems	Measure 3 (direct): Student artifacts such as exams and assignments (see measure 1 for details).	70% of undergraduates will meet expectations (70% or higher correct answers or proficiency) based on rubrics designed and utilized for each learning goal.	2-3 year cycles for all SLOs: SLO 2 last assessed in 2023
	Measure 4 (indirect--see measure 2 above)	70% of respondents will agree or strongly agree that HSB prepared the respondent to achieve the SLO	Biannually
SLO 3 Global Awareness Demonstrate understanding of global issues and perspectives that may impact business solutions	Measure 5 (direct --see measure 1 above).	70% of undergraduates will meet expectations (70% or higher correct answers or proficiency) based on rubrics designed and utilized for each learning goal.	2-3 year cycles for all SLOs: SLO 2 last assessed in 2023
	Measure 6 (indirect--see measure 2 above)	70% of respondents will agree or strongly agree that HSB prepared the respondent to achieve the SLO	Biannually
SLO 4: Ethical Awareness Demonstrate awareness of ethical issues and possible impacts on business decisions	Measure 7 (direct --see measure 1 above).	70% of undergraduates will meet expectations (70% or higher correct answers or proficiency) based on rubrics designed and utilized for each learning goal.	2-3 year cycles for all SLOs: SLO 4 last assessed in 2024
	Measure 8 (indirect--see above)	70% of respondents will agree or strongly agree that HSB prepared the respondent to achieve the SLO	Biannually

Assessment Results

After assessing artifacts of student work using rubrics of the learning outcomes, the percentages of students exceeding, meeting, and not meeting each learning objective are calculated. These results are then shared with faculty in meetings to discuss the results. When an unsatisfactory level of performance on a learning outcome is identified, faculty are informed and asked what they can do to “close-the-loop” and address that deficiency. Action plans to address any deficiencies are then discussed and, if appropriate, implemented.