

## **Academic Program Assessment Plan**

**College: Hasan School of Business**

**Program: Master Business Administration MBA**

**Plan prepared by: Brad Gilbraith in 2010, updated by Brad Gilbraith and Aun Hasan in 2019 and revised by Laurie Coradinio and Ian Brennan in 2025**

**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**

The HSB currently has four learning outcomes for its graduate students. Specifically, these are that they will be able to do the following:

- Goal 1: Achieve organizational goals
  - Objective 1.1. Graduate will demonstrate the effective management of team dynamics in the achievement of organizational goals
- Goal 2: Manage organizational change
  - Objective 2.1. Graduate will demonstrate an ability to identify and implement adaption to maintain organizational effectiveness and competitiveness technology
- Goal 3: Be socially responsible

- Objective 3.1. Graduate demonstrates an awareness of ethical challenges in decision-making and an ability to draw on frameworks to make socially responsible decisions
- Goal 4: Formulate appropriate strategic decisions
  - Objective 4.1. Graduate applies analytical techniques and decision methods to arrive at appropriate strategic decisions

Although we will continue to monitor whether our learning outcomes are what is needed to achieve our mission, our current thinking is that the outcomes support what we are trying to achieve in terms of developing students' skills for success in the workplace.

### 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 capstone course (MGMT 585) 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 MBA 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 ACHIEVE ORGANIZATIONAL GOALS			
EVALUATION CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations
1 Graduate will demonstrate the effective management of team dynamics in the achievement of organizational goals	Graduate manages team conflicts effectively and ensures that the team remains highly focused on the organization goals	Graduate manages some team conflicts effectively and ensures that time is mostly directed towards the achievement of	Graduate is ineffective in managing team conflicts and unable to ensure that time is mostly spent on the achievement of

		organizational goals.	organizational goals.
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SLO 2 MANAGE ORGANIZATIONAL CHANGE			
EVALUATION CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations
2. Graduate will demonstrate an ability to identify and implement adoptions to maintain organizational effectiveness and competitiveness	Appropriately uses change management techniques to identify and implement adoptions to maintain organizational effectiveness and competitiveness	Often uses change management techniques to identify and implement adoptions to maintain organizational effectiveness and competitiveness	Fails to often use change management techniques to identify and implement adoptions to maintain organizational effectiveness and competitiveness

SLO 3 BE SOCIALLY RESPONSIBLE			
EVALUATION CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations

3 Graduate demonstrates an awareness of ethical challenges in decision-making and an ability to draw on frameworks to make socially responsible decisions	Demonstrates a high awareness of the ethical challenges in decision-making and proficiently draws upon frameworks to make socially responsible decisions	Demonstrates some awareness of the ethical challenges in decision-making and displays some ability to draw upon frameworks to make socially responsible decisions	Fails to demonstrate some awareness of the ethical challenges in decision-making and displays little ability to draw upon frameworks to make socially responsible decisions
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<b>SLO 4 FORMULATE APPROPRIATE STRATEGIC DECISIONS</b>			
<b>EVALUATION CRITERIA</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Does not meet expectations</b>
4. Graduate applies analytical techniques and decision methods to arrive at appropriate strategic decisions	Shows strong ability to apply analytical techniques and decision methods to arrive at appropriate strategic decisions	Shows some ability to apply analytical techniques and decision methods to arrive at appropriate strategic decisions	Often fails to apply analytical techniques and decision methods to arrive at appropriate strategic decisions

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 ACHIEVE ORGANIZATIONAL GOALS	SLO 2 MANAGE ORGANIZATIONAL CHANGE	SLO 3 BE SOCIALLY RESPONSIBLE	SLO 4 FORMULATE APPROPRIATE STRATEGIC DECISIONS
ACCTG 510 Managerial Accounting	I D		I	I D
BSAD 52 Business Ethics & Env't.	ID		M	
BUSAD 575 International Business	I D	I D	I D	I D
CIS 565 Management Information Systems		D		
ECON 510 Economics for Managers	D		D	D
MGMT 511 Production & Operations Management	M	M		D
MGMT 520 Management of Organizational Behavior	D	M	D	D
MGMT 585 Management Policy & Strategy	M	N	M	M
MKTG 510 Marketing	D			

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

The HSB's MBA curriculum maps indicate that faculty require students to demonstrate each of the learning outcomes in our required core courses. 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
<ul style="list-style-type: none"> <li><b>SLO1:</b> Achieve organizational goals</li> </ul> <p>Graduate will demonstrate the effective management of team dynamics in the achievement of organizational goals</p>	<p><b>Measure1:</b> <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.</p> <p>Independent faculty evaluate student performance based on</p>	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

	rubrics we have established to measure each learning goal and sub-goal. Copies of these rubrics are attached.		
	<b>Measure 2</b> (indirect) Indirect measures include alumni and capstone course (MGMT 585) 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
<b>SLO 2: Manage organizational change</b>  Graduate will demonstrate an ability to identify and implement adoptions to maintain organizational effectiveness and competitiveness	<b>Measure 3</b> (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
	<b>Measure 4</b> (indirect--see measure 2 above)	70% of respondents will agree or strongly agree that HSB prepared the respondent to achieve the SLO	Biannually
<b>SLO 3 Be Socially Responsible</b>  Graduate demonstrates an awareness of ethical challenges in decision-making and an ability to draw on frameworks to make socially responsible decisions	<b>Measure 5</b> (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
	<b>Measure 6</b> (indirect--see measure 2 above)	70% of respondents will agree or strongly agree that HSB prepared the respondent to achieve the SLO	Biannually
<b>SLO 4: Formulate appropriate Strategic Decisions</b>  Graduate applies analytical techniques and decision methods to arrive at appropriate strategic decisions	<b>Measure 7</b> (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
	<b>Measure 8</b> (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.