



Program Name	Date Completed
Master of Business Administration	5/21/2026
Report Completed By	Report Contributors
Laurie Corradino	AoL Committee
Brief Statement of Program Mission and Goals	
<p>School Mission Statement: “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 create value by fostering professionalism and developing career-ready graduates. We engage in partnerships with our community that create purposeful jobs, strengthen our economy, and enhance the quality of life in Southern Colorado.”</p>	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
Graduates will apply analytical techniques and decision methods to arrive at sound strategic decisions
B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?
AY 2024/2025 (Spring 2025)
C. What were the recommendations for change in the previous cycle?
A continued increased focus particularly on interpretation and application of financial ratios was suggested for FIN 530 as well as other relevant courses in the MBA curriculum.
D. How were the recommendations for change acted upon?
Additional coverage of financial ratio interpretation was implemented in the F2F ACCT 510 course. How financial ratios were addressed in FIN 530 requires some additional discussion with the new instructor of the course.



E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?

TBD – Because of the change to instructor to FIN 530 during AY 2025/2026, it was decided to wait at least another cycle to re-assess.

Enter Comments on Table I Closing the Loop Below



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Be Socially Responsible
B. Semester and year this SLO was previously reported on before this cycle.
AY 2023/2024 (Spring 2024)
C. Describe the assessment method for this SLO(s).
A final research paper assigned in BSAD 502 asking students to research and present on a specific business ethical challenge of interest to their field of study, professional journey, or personal concern was utilized as the assessment artifact for this evaluation. The paper required a literature review, identification of ethical challenges, stakeholder identification, and any potential conflicts of ethical decision-making processes: consequence based (utility), duty or obligation (deontology), and character based (human virtue ethics). The assignment was completed individually by students in the course. Two faculty members were selected to serve as evaluators of the artifacts as it relates to the above SLO. They independently reviewed each artifact and rated each. In addition to quantitative results, the assessors also provided some qualitative feedback.
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
There were 15 artifacts collected from BSAD 502 and each artifact was produced by an individual student.
E. Explain the expected proficiency level and proportion of students who should reach this level.
We expect 80% of students should be at the proficient level. Proficient is defined as meeting or exceeding expectations.
F. Provide Assessment results and number of students who met defined proficiency level.
Out of the 15 individual artifacts 15/15 (100%) met or exceeded expectations. While both raters had all 15 artifacts listed in either the meets expectations or exceeds expectations



category, there were some differences between raters on 4 of the artifacts on whether each constituted a meet or exceeds expectations score. The raters did not consult with each other to come to a consensus, so the following provides a breakdown of score range within each of these categories based on the two raters' scores. This consisted of 7 - 11/15 (46.7% - 73.3%) that exceeded expectations and 4-8 /15 (26.7% - 53.3%) that met expectations.

G. Describe what the results or trends indicate about student performance.

Students consistently demonstrate a strong understanding of ethical issues in real-world contexts, and they can effectively apply ethical frameworks to support decision making.

H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

No changes are recommended based on information from this assessment. It is recommended that coverage of these ethical frameworks be retained in BSAD 502 in future semesters and that this assignment which allows for students' application of moral reasoning in the context of these frameworks but with some autonomy of topic choice also be retained.

Enter Comments on Table II AY 2026 Assessment Below

No additional comments