



Program Name	Date Completed
Bachelors of Science in Business Administration	5/14/2026
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.

<p>A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.</p>
<p>Identify problems, apply appropriate techniques to solve them, and provide actionable recommendations</p>
<p>B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?</p>
<p>AY 2020/2021 (Fall 2020)</p>
<p>C. What were the recommendations for change in the previous cycle?</p>
<p>Students’ skills with respect to solving formula problems and interpretation of quantitative outcomes need to be improved especially with respect to using analysis results to offer viable recommendations. It was also decided by the faculty that the learning goal to assess this area would be consolidated rather than separately assessed using two criterions (previously criterion #1: students will have the ability to identify problem(s) in</p>



unstructured settings and criterion #2: students will demonstrate the ability to apply appropriate quantitative techniques to solve the problem(s). It was decided that the need to evaluate the viability of recommendations be explicitly included in the goal.

D. How were the recommendations for change acted upon?

The goal was consolidated as voted upon. Quantitative analysis and qualitative interpretation of that analysis were further emphasized in relevant courses during the past 5 years.

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

Despite the increased course coverage of quantitative analysis and explicitly tying results to qualitative recommendations offered, more action is still warranted. While technically during AY 2025-26, 100% of students were determined to have met/exceeded expectations, the two raters agreed that for at least a few of the groups that decisions/recommendations were not well-tied to the associated analysis results and/or were too generic. This suggests that having consolidated the two criteria into a single learning objective may have inadvertently led to evaluators scoring artifacts higher yet students still being deficient in the skills for the latter part of the goal specifically using results to offer actionable recommendations. The reviewers also noted the difficulty in assessing whether conclusions were correctly derived since spreadsheet submissions were not required – only screenshots of work. This emphasizes the need to more carefully select artifacts that will allow for a full evaluation of each goal.

Enter Comments on Table I Closing the Loop Below

In Fall 2020, artifacts related to this learning goal were collected at the individual level while in Spring 2026 (Table II results), the artifacts were collected at the group level.



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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.
Identify problems, apply appropriate techniques to solve them, and provide actionable recommendations
B. Semester and year this SLO was previously reported on before this cycle.
AY 2020/2021 (Fall 2020)
C. Describe the assessment method for this SLO(s).
A capital budgeting activity assigned in MGMT 368 and that was completed in teams was collected from the instructor of that 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, rated each, and then consulted with each other to reach consensus on ratings when differences, if any, existed. 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 7 artifacts collected from MGMT 348 and those were team-based. The 7 teams spanned 17 individual students.
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 7 team artifacts 7/7 (100%) met or exceeded expectations. This consisted of 2/7 (28.6%) that exceeded expectations and 5/7 (71.4%) that met expectations.



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

While students generally appear to be exhibiting proficiency in identifying problems, qualitative comments from the reviewers indicate that more work may be necessary with respect to the other areas. The ability of students to apply appropriate techniques to solve problems was a bit difficult for the reviewers to definitively assess given that screenshots of work were submitted rather than spreadsheets or other work directly. Further, the reviewers indicated deficiencies in students being able to link results to actionable recommendations that followed from those results.

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

Continued work in quantitative courses to help students to better understand appropriate problem-solving techniques and improve their ability to interpret results at a level that leads to actionable recommendations that directly follow from those results, is warranted. Early in AY 2026-2027 faculty discussions should occur to determine how to specifically address these concerns.

Enter Comments on Table II AY 2026 Assessment Below

No additional comments