Colorado State University – Pueblo Academic Program Assessment Report for AY 2013–2014

Due: June 2, 2014

Program: Bachelor of Science – Business Administration

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Please complete this form for <u>each undergraduate</u>, <u>minor</u>, <u>certificate</u>, <u>and graduate program</u> (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the	B. When	C. What	D. Who was	E. What is	F. What were	G. What were the	H. What
program SLOs	was this	method was	assessed?	the	the results of	department's	changes/improvements
were assessed	SLO last	used for	Please fully	expected	the	conclusions about	to the <u>program</u> are
during this	assessed?	assessing the	describe the	achievement	assessment?	student	planned based on this
cycle? Please	Please	SLO? Please	student	level and		performance?	assessment?
include the	indicate	include a copy	group(s) and	how many			
outcome(s)	the	of any rubrics	the number of	or what			
verbatim from	semester	used in the	students or	proportion			
the assessment	and year.	assessment	artifacts	of students			
plan.		process.	involved.	should be at			
				it?			
1.1:	Fall 2010*	Written	We assessed all	We expect	Only 56% of	Students did not	We will discuss as a
Demonstrate		assignments	9 students from	that at least	students met or	meet expectations;	faculty during our fall
proper		from students	BUSAD 493 –	70% of our	exceeded	therefore, we need	2014 convocation to
mechanics in		were assessed	Senior Seminar.	students	expectations,	an intervention	identify appropriate
written		by 2 faculty		meet or	which is below	aimed at this sub-	intervention(s) to remedy
formats.		members.		exceed	our goal of	goal.	this deficiency. We also
				expectations	70%.		will seek student input
				based on			into contributing causes
				the attached			of this skill deficiency and
				rubrics.			potential remedies.

1.2:	Fall 2010 ¹	Written	All 9 students	We expect	Seventy-eight	Students met	We will discuss as a
Use		assignments	from BUSAD	that at least	(78) percent of	expectations, but	faculty and see if there is
vocabulary		from students	493 – Senior	70% of our	students met or	there is always	a way to leverage actions
appropriato		woro assassed	Sominar	students	ovcoodod	room for	for improvement noted
appropriate		were assessed	Seminar.	students	exceeded		to improvement noted
for target		by 2 faculty		meet or	expectations,	improvement.	above. The input we will
audience.		members.		exceed	which is above		seek from students may
				expectations	our goal of		also provide us with
				based on	70%.		ideas.
				the attached			
				rubrics.			
• • •							
2.1.1:	This is a	Exam questions	Twelve (12) of	We expect	Twelve (12) of	On our initial	We will continue to
2.1.1: Appropriately	This is a new sub-	Exam questions were assessed	Twelve (12) of 39 artifacts	We expect that at least	Twelve (12) of 12 students	On our initial assessment of this	We will continue to assess and monitor future
2.1.1: Appropriately define	This is a new sub- goal for	Exam questions were assessed by 2 faculty	Twelve (12) of 39 artifacts collected were	We expect that at least 70% of our	Twelve (12) of 12 students (100%) met or	On our initial assessment of this sub-goal, it	We will continue to assess and monitor future results.
2.1.1: Appropriately define problem(s).	This is a new sub- goal for problem	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts collected were reviewed from	We expect that at least 70% of our students	Twelve (12) of 12 students (100%) met or exceeded	On our initial assessment of this sub-goal, it appears that	We will continue to assess and monitor future results.
2.1.1: Appropriately define problem(s).	This is a new sub- goal for problem solving as	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts collected were reviewed from students in	We expect that at least 70% of our students meet or	Twelve (12) of 12 students (100%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students	We will continue to assess and monitor future results.
2.1.1: Appropriately define problem(s).	This is a new sub- goal for problem solving as discussed	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts collected were reviewed from students in MGMT 311 –	We expect that at least 70% of our students meet or exceed	Twelve (12) of 12 students (100%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students performed	We will continue to assess and monitor future results.
2.1.1: Appropriately define problem(s).	This is a new sub- goal for problem solving as discussed below in	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts collected were reviewed from students in MGMT 311 – Operations and	We expect that at least 70% of our students meet or exceed expectations	Twelve (12) of 12 students (100%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students performed adequately on this	We will continue to assess and monitor future results.
2.1.1: Appropriately define problem(s).	This is a new sub- goal for problem solving as discussed below in Section II.	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts collected were reviewed from students in MGMT 311 – Operations and Quality	We expect that at least 70% of our students meet or exceed expectations based on	Twelve (12) of 12 students (100%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students performed adequately on this sub-goal.	We will continue to assess and monitor future results.
2.1.1: Appropriately define problem(s).	This is a new sub- goal for problem solving as discussed below in Section II.	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts collected were reviewed from students in MGMT 311 – Operations and Quality Management.	We expect that at least 70% of our students meet or exceed expectations based on the attached	Twelve (12) of 12 students (100%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students performed adequately on this sub-goal.	We will continue to assess and monitor future results.
2.1.1: Appropriately define problem(s).	This is a new sub- goal for problem solving as discussed below in Section II.	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts collected were reviewed from students in MGMT 311 – Operations and Quality Management.	We expect that at least 70% of our students meet or exceed expectations based on the attached rubrics.	Twelve (12) of 12 students (100%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students performed adequately on this sub-goal.	We will continue to assess and monitor future results.

¹We are listing the last assessment <u>before</u> the current one that is reported on here.

2.1.2:	This is a	Exam questions	Twelve (12) of	We expect	Eleven (11) of	On our initial	We will continue to
Identify	new sub-	were assessed	39 artifacts	that at least	12 students	assessment of this	assess and monitor future
known and	goal for	by 2 faculty	were reviewed	70% of our	(92%) met or	sub-goal, it	results.
unknown	problem	members.	from students	students	exceeded	appears that	
information.	solving as		in MGMT 311 –	meet or	expectations.	students	
	discussed		Operations and	exceed		performed	
	below in		Quality	expectations		adequately on this	
	Section II.		Management.	based on		sub-goal.	
				the attached			
				rubrics.			
2.1.3:	This is a	Exam questions	Twelve (12) of	We expect	Twelve (12) of	On our initial	We will continue to
Translate	new sub-	were assessed	39 artifacts	that at least	12 students	assessment of this	assess and monitor future
problem into	goal for	by 2 faculty	were reviewed	70% of our	(100%) met or	sub-goal, it	results.
mathematical	problem	members.	from students	students	exceeded	appears that	
language.	solving as		in MGMT 311 –	meet or	expectations.	students	
	discussed		Operations and	exceed		performed	
	below in		Quality	expectations		adequately on this	
	Section II.		Management.	based on		sub-goal.	
				the attached			
				rubrics.			

2.1.4:	This is a	Exam questions	Twelve (12) of	We expect	Four (4) of 12	On our initial	We will discuss these
Solve the	new sub-	were assessed	39 artifacts	that at least	students (33%)	assessment of this	results during fall 2014
problem.	goal for	by 2 faculty	were reviewed	70% of our	met or	sub-goal, it	convocation and will
-	problem	members.	from students	students	exceeded	appears that	implement a
	solving as		in MGMT 311 –	meet or	expectations.	students need	performance
	discussed		Operations and	exceed		improvement with	improvement plan for
	below in		Quality	expectations		this sub-goal.	this sub-goal.
	Section II.		Management.	based on		_	
				the attached			
				rubrics.			
2.1.5:	This is a	Exam questions	Twelve (12) of	We expect	Ten (10) of 12	On our initial	We will continue to
2.1.5: Check your	This is a new sub-	Exam questions were assessed	Twelve (12) of 39 artifacts	We expect that at least	Ten (10) of 12 students (83%)	On our initial assessment of this	We will continue to assess and monitor future
2.1.5: Check your answer.	This is a new sub- goal for	Exam questions were assessed by 2 faculty	Twelve (12) of 39 artifacts were reviewed	We expect that at least 70% of our	Ten (10) of 12 students (83%) met or	On our initial assessment of this sub-goal, it	We will continue to assess and monitor future results.
2.1.5: Check your answer.	This is a new sub- goal for problem	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts were reviewed from students	We expect that at least 70% of our students	Ten (10) of 12 students (83%) met or exceeded	On our initial assessment of this sub-goal, it appears that	We will continue to assess and monitor future results.
2.1.5: Check your answer.	This is a new sub- goal for problem solving as	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts were reviewed from students in MGMT 311 –	We expect that at least 70% of our students meet or	Ten (10) of 12 students (83%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students	We will continue to assess and monitor future results.
2.1.5: Check your answer.	This is a new sub- goal for problem solving as discussed	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts were reviewed from students in MGMT 311 – Operations and	We expect that at least 70% of our students meet or exceed	Ten (10) of 12 students (83%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students performed	We will continue to assess and monitor future results.
2.1.5: Check your answer.	This is a new sub- goal for problem solving as discussed below in	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts were reviewed from students in MGMT 311 – Operations and Quality	We expect that at least 70% of our students meet or exceed expectations	Ten (10) of 12 students (83%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students performed adequately on this	We will continue to assess and monitor future results.
2.1.5: Check your answer.	This is a new sub- goal for problem solving as discussed below in Section II.	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts were reviewed from students in MGMT 311 – Operations and Quality Management.	We expect that at least 70% of our students meet or exceed expectations based on	Ten (10) of 12 students (83%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students performed adequately on this sub-goal.	We will continue to assess and monitor future results.
2.1.5: Check your answer.	This is a new sub- goal for problem solving as discussed below in Section II.	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts were reviewed from students in MGMT 311 – Operations and Quality Management.	We expect that at least 70% of our students meet or exceed expectations based on the attached	Ten (10) of 12 students (83%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students performed adequately on this sub-goal.	We will continue to assess and monitor future results.
2.1.5: Check your answer.	This is a new sub- goal for problem solving as discussed below in Section II.	Exam questions were assessed by 2 faculty members.	Twelve (12) of 39 artifacts were reviewed from students in MGMT 311 – Operations and Quality Management.	We expect that at least 70% of our students meet or exceed expectations based on the attached rubrics.	Ten (10) of 12 students (83%) met or exceeded expectations.	On our initial assessment of this sub-goal, it appears that students performed adequately on this sub-goal.	We will continue to assess and monitor future results.

Comments: * = Collected artifacts spring 2013 in BUSAD 101, *Business Careers and Opportunities*. However, after further consideration, the artifacts were deemed inappropriate due to the nature of the assignment as compared to our rubrics. We are focusing on examining our students' "exit skills" in relation to our learning outcomes. We, therefore, decided that assessing student mastery in a freshman-level course would provide limited benefit. Therefore, we collected artifacts in fall 2013 from BUSAD 493 *Senior Seminar*.

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s)	B. When was this	C. What were the	D. Were the	E. What were the results of the
did you address?	SLO last assessed?	recommendations for change	recommendations for	changes? If the changes were not
Please include	Please indicate the	from the previous	change acted upon? If not,	effective, what are the next steps or
the outcome(s)	semester and year.	assessment?	why?	the new recommendations?
verbatim from				
the assessment				
plan.				
2.1.1:	Fall 2011 for overall	After much discussion and	Yes, the recommendations	After implementing our new
Appropriately	problem solving	research, part of our	from our faculty	pedagogical approach at multiple levels
define	(See section C).	intervention for addressing	discussions and research	in the curriculum, which is ongoing, we
problem(s).		challenges from prior	were acted upon. As	need to allow some time for the
		problem-solving assessments	discussed previously, we	approach to "bear fruit." In other
		was implementing a new	completely changed our	words, we built time for introducing,
		problem-solving process for	approach to problem	developing, and mastering the
		quantitatively-oriented	solving and distinguished	problem-solving approach into our
		problems. (We kept the prior	between quantitatively-	assessment schedule. We believe the
		problem-solving rubrics for	oriented problems and	earliest we can robustly assess the
		qualitatively-based	qualitatively-oriented	results of our close-the-loop
		problems). The process we	problems. In other words,	intervention will be spring 2015.
		are referring to is a	we tailored our	
		pedagogical approach for	pedagogical approaches to	
		teaching problem solving by	the sub-type of problem-	
		having students adopt a five-	solving skills we are	
		step problem-solving process.	attempting to help	
		Faculty introduced this in	students master. We	
		100- and 200-level courses	implemented this tailored	
		and sought to develop	approach throughout the	
		students' abilities in higher-	program, mainly by a	
		level quantitatively-oriented	faculty-led intervention to	

		courses (operations management, accounting, statistics, finance, etc.). This is the first full assessment of this new process	utilize the five-step problem-solving process in their courses.	
2.1.2: Identify known and unknown information.	Fall 2011 for overall problem solving (See section C).	this new process. Please see above. Clarification: The sub-goals listed in the far-left column are the steps in the five-step process we have been referring to. So the recommendations for change	Please see above.	
		that we implemented included all of these sub- goals (i.e., 2.1.1–2.1.5)		
2.1.3: Translate problem into mathematical language.	Fall 2011 for overall problem solving (See section C).	Please see above.	Please see above.	
2.1.4: Solve the problem.	Fall 2011 for overall problem solving (See section C).	Please see above.	Please see above.	
2.1.5: Check your answer.	Fall 2011 for overall problem solving. (See section C).	Please see above.	Please see above.	

Comments:

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT #:_____

REVIEWER:_____

To the reviewer: Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0

LEARNING GOAL ONE: COMMUNICATION

Our students will be able to communicate effectively.

MEASURABLE OBJECTIVES

Students will:

1.1 demonstrate proper mechanics in written formats.

1.2 use vocabulary appropriate for target audience.

1.3 be effective in oral communication and presentations.

EVALUATION CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations	REVIEWER SCORE
1.1 Demonstrate proper mechanics in written formats.	Documents have proper grammar and punctuation.	Documents have a few minor grammar and punctuation errors.	Documents demonstrate limited understanding of proper grammar and punctuation.	

1.2	Correctly	Generally uses	Often uses	
Use vocabulary	uses	vocabulary	vocabulary	
appropriate for	vocabulary.	correctly.	incorrectly.	
target audience.				

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT #:_____

REVIEWER:_____

To the reviewer: Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0

LEARNING GOAL TWO: PROBLEM SOLVING - QUANTITATIVE

Our students will be able to analyze problems and develop solutions.

MEASURABLE OBJECTIVES

Students will:

- 2.1 Appropriately define the problem.
- 2.2 Identify known and unknown variables.
- 2.3 Translate problem(s) to mathematical language.
- 2.4 Solve the problem.
- 2.5 Check the answer.

EVALUATION	Exceeds	Meets	Does not meet	REVIEWER SCORE
CRITERIA	expectations	expectations	expectations	
2.1	Appropriatoly	Dofinac problem	Foile to	
2.1	Appropriately	Dennes problem	Falls to	
Appropriately	defines	with some	appropriately	
define	problem(s).	minor	define	
problem(s).		challenges.	problem(s).	

2.2	Identifies known	Identifies most,	Fails to identify	
Identify known	and unknown	but not all	known and	
and unknown	information	known and	unknown	
information.	appropriately.	unknown	information.	
		information.		
2.3	Properly	Properly	Does not	
Translate	translates	translates most	properly	
problem into	problem into	of the problem	translate	
mathematical	mathematical	into	problem into	
language.	language.	mathematical	mathematical	
		language.	language.	
2.4	Properly solves	Properly solves	Does not	
Solve the	the problem.	most of the	properly solve	
problem.		problem.	the problem.	
25	Duananki akaalia	Due ve e vlu e else else	Deservet	
2.5	Property checks	Property checks	Does not	
Check your	answer(s) for	most answer(s)	properly checks	
answer.	reasonableness	tor	answer(s) for	
	and magnitude.	reasonableness	reasonableness	
		and magnitude.	and magnitude.	