

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

Due: June 2, 2014

Program: Master of Business Administration (MBA)

Date: June 1, 2014

Completed by: Steve Norman and Brad Gilbreath

Assessment contributors (other faculty involved in this program's assessment): Hailu Regassa, Peter Billington, Ahmad Ahmadian, Ian Brennan, and Mike Wakefield

Please complete this form for each undergraduate, minor, certificate, and graduate program (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 program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
1.1: Demonstrate competency in written communication skills – format.	Spring 2012 ¹	Written assignments from students were assessed by 2 faculty members.	We assessed a random subset of seven (7) of the 26 total students from BUSAD 575 – International Business.	We expect that at least 80% of our students meet or exceed expectations based on the attached rubrics.	Only 71% of students who were evaluated met or exceeded expectations, which is below our goal of 80%.	As students did not meet expectations, we need to improve performance in this area to meet goals.	We are discussing ways to improve formatting and punctuation skills for MBA students. We are planning to assess students more rigorously as they come into our MBA program to provide remediation as needed on a student-by-student basis. We will also look for a more robust and specific activity to assess these sub-goals in the next assessment. The instructions

¹ We are reporting the last assessment before the current one that is reported on here.

							provided in this assessment by the faculty member were fairly generic relative to these expectations. This may have adversely affected the results.
1.2: Demonstrate competency in written communication skills – vocabulary.	Spring 2012	Written assignments from students were assessed by 2 faculty members.	We assessed a random subset of seven (7) of the 26 total students from BUSAD 575 – International Business.	We expect that at least 80% of our students meet or exceed expectations based on the attached rubrics.	Eighty-six percent (86) of students who were evaluated met or exceeded expectations, which is above our goal of 80%.	Even though students met expectations, we can always improve as discussed in Column H.	We will continue to monitor this sub-goal. The activities discussed above for 1.1 should further enhance this area as well.
3.1: Demonstrate knowledge of the global business environment.	Fall 2011	Written assignments from students were assessed by 2 faculty members.	We assessed a random subset of seven (7) of the 26 total students from BUSAD 575 – International Business.	We expect that at least 80% of our students meet or exceed expectations based on the attached rubrics.	All (100%) of the students who were evaluated met or exceeded expectations, which is above our goal of 80%.	Students met expectations and seem to be able to adequately demonstrate knowledge of the global business environment.	No changes deemed necessary at present. However, we will continue to periodically assess student performance on this sub-goal (i.e., “will monitor”).

3.2: Evaluate situations and strategies in global organizations.	Fall 2011	Written assignments from students were assessed by 2 faculty members.	We assessed a random subset of seven (7) of the 26 total students from BUSAD 575 – International Business.	We expect that at least 80% of our students meet or exceed expectations based on the attached rubrics.	All (100%) of the students who were evaluated met or exceeded expectations, which is above our goal of 80%.	Students met expectations and seem to be able to adequately evaluate situations and strategies in global organizations.	No changes deemed necessary at present. However, we will continue to periodically assess student performance on this sub-goal (i.e., “will monitor”).
3.3: Develop recommenda- tions for global organizations.	Fall 2011	Written assignments from students were assessed by 2 faculty members.	We assessed a random subset of seven (7) of the 26 total students from BUSAD 575 – International Business.	We expect that at least 80% of our students meet or exceed expectations based on the attached rubrics.	Only 71% of students who were evaluated met or exceeded expectations, which is below our goal of 80%.	Students did not meet our expectations. We will remedy as discussed in Column H.	It appears that we need to improve students’ skills for developing recommendations for global organizations. We will discuss as a faculty during fall 2014 convocation and will present methods for improvement based on those discussions.

Comments: Continuous improvement directs our collective AoL efforts. We have continued to refine our processes and developed tools, procedures, and reporting methods to demonstrate progress toward achievement of expected student learning outcomes. During the past 5 years we have enhanced our artifact collection and tracking systems to collect, analyze, and implement interventions aimed at achieving desired outcomes. Our overall approach is (a) to assess the degree to which students are meeting our learning goals, (b) to discuss the results in meetings attended by all faculty, (c) to identify “lessons learned” when learning interventions work. When student learning doesn’t meet expectations, the faculty – as a whole – actively engages in “sensemaking” and identification of appropriate responses. Loop-closing activities have been a direct result of our collective faculty efforts aimed at improving performance toward desired student learning outcomes.

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) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
1.3: Demonstrate competency in oral communication and presentations – organization.	Spring 2011 and again in spring 2014	After faculty discussions, it was decided that we would share faculty “best practices” to see what others do to help prepare their students for verbal presentations. In addition, we continually research this area more to see what other schools are doing and what scholars are recommending. As a result of these efforts, faculty have prepared and are continually adding to a verbal presentation suggestion sheet as discussed in more detail below under “comments”.	Yes, these recommendations were implemented throughout the curriculum and continue to be monitored and improved.	The results obtained from the last assessment (spring 2011) were favorable. We will evaluate more artifacts in fall 2014. As mentioned previously, this is an ongoing process, which is why it is discussed here, so we continue to close the loop for these sub-goals and continually seek ways to improve performance for these ever-important skills.

1.4: Demonstrate competency in oral communication and presentations – articulation of ideas.	Spring 2011	Please see above.	Please see above.	Please see above.
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Comments: After reviewing artifacts related to oral communication – in this case, videos of student presentations – faculty identified items that were to help improve students' presentation skills. Before student presentations, faculty members coached students on these tips in order to better prepare them to be make successful presentations. Some are discussed below, although these suggestions are dynamic:

- Distractions:
 - Have additional team members (those not presenting at the time) sit down or otherwise clear the presentation area. When other team members stand with the presenter, distractions are created for both the audience and the presenter.
- Presenter qualities:
 - Encourage students to improve their non-verbal and para-verbal presentation skills. Awareness of distractions related to body language, eye contact, gestures, monotone voice, fidgeting with papers/notes, etc. can improve the quality of presentations.
 - Encourage students to stay on point by summarizing main points they are trying to convey. Students should prepare their ideas more fully and have a clearer idea in their minds of what is important in their presentation and what they are trying to convey. They should attempt to stay focused on the facts and main concepts.

GRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT #: _____

REVIEWER: _____

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

LEARNING GOAL ONE: EXPRESSION OF THOUGHTS AND IDEAS

Our graduate students will be able to communicate effectively.

MEASURABLE OBJECTIVES

Students will:

- 1.1 demonstrate competency in written communication – format.
- 1.2 demonstrate competency in written communication – vocabulary.
- 1.3 demonstrate competency in oral communication and presentations – organization.
- 1.4 demonstrate competency in oral communication – articulation of ideas.

EXPRESSION OF THOUGHTS AND IDEAS RUBRIC				
COMPETENCY	Exceeds Expectations	Meets Expectations	Does not meet Expectations	REVIEWER SCORE
1.1 Demonstrate competency in written communication – format.	Written documents use proper format.	Written documents meet most format guidelines.	Written documents fail to meet most format guidelines.	

1.2 Demonstrate competency in written communication – vocabulary.	Written documents use vocabulary correctly and appropriate for the target audience.	Written documents generally use vocabulary appropriate for the target audience.	Written documents fail to use vocabulary appropriate for the target audience.	
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GRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT #: _____

REVIEWER: _____

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

LEARNING GOAL THREE: DECISION MAKING IN A GLOBAL BUSINESS ENVIRONMENT

Our graduate students will understand the global business environment.

Our graduate students will be able to craft workable solutions for organizations that operate globally.

MEASURABLE OBJECTIVES

Students will:

- 3.1 demonstrate knowledge of the global business environment.
- 3.2 evaluate situations and strategies in global organizations.
- 3.3 develop recommendations for global organizations.

DECISION MAKING IN A GLOBAL BUSINESS ENVIRONMENT RUBRIC				
COMPETENCY	Exceeds Expectations	Meets Expectations	Does not meet Expectations	REVIEWER SCORE
3.1 Demonstrate knowledge of the global business environment.	Demonstrates exceptional knowledge of the concepts related to the global business environment.	Demonstrates good knowledge of the concepts related to the global business environment.	Fails to demonstrate knowledge of the concepts related to the global business environment.	

3.2 Evaluate situations and strategies in global organizations.	Comprehensively evaluates situations for global organizations.	Evaluates most elements of situations for global organizations.	Fails to evaluate most elements of situations for global organizations.	
3.3 Develop recommenda- tions for global organizations.	Makes recommendations that are appropriate for global organizations.	Makes recommendations that are generally appropriate for global organizations.	Makes recommendations that are generally inappropriate for global organizations.	