

Program: Master of Business Administration (MBA)

Date: May 21, 2015

Completed by: Steve Norman and Brad Gilbreath

Assessment contributors (other faculty involved in this program's assessment): Aun Hassan, Hailu Regassa, Abhay Shah, and Ahmad Ahmadian

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 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. 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? <b>Please include the outcome(s) verbatim from the assessment plan.</b> | B. When was this SLO last assessed? <b>Please indicate the semester and year.</b> | C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b> | 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?   |
|---|---|--|---|--|---|--|--|
| This year, we assessed two learning goals, 9 sub-goals in   | Spring, 2013  | A portion of an exam from ECON 510 was utilized to   | A random sample of ten artifacts, out of the  | For our MBA students, we expect that 80% of our  | For sub-goals 2.1–2.3, 100% of students     | Overall, our MBA students are performing at or above our level of    | Though our overall results are at or above expectations, we will continue to look for ways |

|   |              |                                |   |  |   |   |   |
|---|--------------|--------------------------------|---|--|---|---|---|
| total.<br><br>First, we assessed learning goal 2, MBA problem solving. Specifically, we assessed all five sub-goals: 2.1 – identify issues in need of resolution; 2.2 – identify appropriate methods to apply to problems; 2.3 – correctly use analytical methods to apply to problems; 2.4 – evaluate business situations; and 2.5 – develop viable recommendations based on analyses. |              | assess this learning goal.     | thirty one artifacts gathered from ECON 510, were selected to evaluate. | students are able to meet or exceed expectations based on the rubrics utilized and presented previously. | met or exceeded our expectations<br>. For sub-goal 2.4, 70% of students met or exceeded expectations<br>. For sub-goal 2.5, 90% of students met or exceeded expectations<br>. | expectations. Past results have been good, even for sub-goal 2.4, which was below expectations this assessment. Additionally, it was worthy to note that results for sub-goal 2.5 were favorable and this was an area that had been challenged in the past with upward trending more recently. We conclude that we have improved our students' ability to develop viable recommendations based on analyses. | to improve in this area, especially for sub-goal 2.4, which was slightly below expectations this assessment period (but was adequate in the past). Potential actions include (a) gathering information from professors who teach courses requiring students to evaluate business situations, (b) consult with senior-level students about the challenges of learning how to develop viable recommendations and things that helped them master this skills, and (c) ask a subgroup of professors to propose ameliorative actions that can be worked into our curriculum. |
| We also assessed MBA learning goal 4,   | Spring, 2012 | A written assignment from MGMT | A random sample of six out of the                                       | For our MBA students, we expect that   | For all sub-goals, 100% of students   | Our students appear to be performing  | Though students are performing at or above our level of expectations,   |

|   |  |                                       |   |   |                                      |                          |   |
|---|--|---------------------------------------|---|---|--------------------------------------|--------------------------|---|
| ethical analysis/awareness. Specifically, we assessed all four sub-goals: 4.1 – identify relevant facts and ethical issues; 4.2 – evaluate ethical situations using appropriate frameworks; 4.3 – develop relevant alternatives; and 4.4 – demonstrate the ability to make ethical choices. |  | 520 was utilized for this assessment. | nineteen artifacts received were evaluated. | 80% of our students are able to meet or exceed expectations based on the rubrics utilized and presented previously. | performed at or above expectations . | adequately in this area. | we continue to look for ways to improve in this area. |
|---|--|---------------------------------------|---|---|--------------------------------------|--------------------------|---|

Comments:

**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 | B. When was this SLO last assessed? Please indicate the | C. What were the recommendations for change from the previous | D. Were the recommendations for change acted upon? If not, | E. What were the results of the changes? If the changes were not effective, what are the next steps or |
|--|---|---|--|--|

| the outcome(s) verbatim from the assessment plan.  | semester and year. | assessment? | why? | the new recommendations? |
|--|--------------------|-------------|------|--------------------------|
| We use a “stoplight system” (dashboard) to easily communicate assessment results to our faculty wherein green indicates that students are meeting the standard on a learning goal, yellow indicates that progress is being made on the learning goal or that results have been mixed (e.g., results have been poor in the past, but are showing signs of improvement), and red indicates that students are not meeting the | n/a                | n/a         | n/a  | n/a                      |

|  |  |  |  |  |
|--|--|--|--|--|
| standard of performance on that learning goal. During this period, since there were no 'red' areas that required dramatic efforts, we decided to focus on continuing efforts identified and implemented during past years, rather than target a specific learning goal to address. |  |  |  |  |
|  |  |  |  |  |

Comments:

## GRADUATE LEARNING GOALS REVIEWER FORM

### GRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT #: \_\_\_\_\_

REVIEWER: \_\_\_\_\_

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

### LEARNING GOAL TWO: DECISION MAKING AND PROBLEM SOLVING

Our graduate students will be able to analyze problems, identify relevant issues, and craft workable solutions.

#### MEASURABLE OBJECTIVES

Students will be able to:

- 2.1 identify issues in need of resolution.
- 2.2 identify appropriate methods to apply to problems.
- 2.3 correctly use analytical methods to apply to problems.
- 2.4 evaluate business situations
- 2.5 develop viable recommendations based on analyses

| DECISION MAKING AND PROBLEM SOLVING RUBRIC                 |   |   |  | REVIEWERS<br>SCORE |
|--|---|---|--|--------------------|
| COMPETENCY   | Exceeds<br>Expectations   | Meets<br>Expectations                           | Does not meet<br>Expectations                                  |                    |
| 2.1 Identify issues in need of resolution.                 | Issues are consistently and clearly identified.                 | Most issues are correctly identified.           | Issues are often misidentified or missed.                      |                    |
| 2.2 Identify appropriate methods to apply to problems.     | Appropriate methods are consistently and clearly identified.    | Appropriate methods are usually identified.     | Methods chosen are often inappropriate to the situation.       |                    |
| 2.3 Correctly use analytical methods to apply to problems. | Analyses are correct.   | Analyses are generally correct.                 | Analyses are frequently incorrect.                             |                    |
| 2.4. Evaluate business situations.                         | Situations are evaluated correctly.                             | Situations are usually evaluated correctly.     | Situations are often evaluated incorrectly.                    |                    |
| 2.5 Develop viable recommendations based on analyses.      | Makes strong recommendations supported by appropriate analyses. | Makes viable recommendations with some support. | Makes recommendations that are poorly supported or non-viable. |                    |
|  |   |   |  |                    |

## GRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT #: \_\_\_\_\_

REVIEWER: \_\_\_\_\_

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

### LEARNING GOAL FOUR: ETHICAL ANALYSIS

Our graduate students will be able to evaluate ethical situations and offer appropriate solutions.

#### MEASURABLE OBJECTIVES

Students will:

- 4.1 identify relevant facts and ethical issues.
- 4.2 evaluate ethical situations using appropriate frameworks.
- 4.3 develop relevant alternatives.
- 4.4 demonstrate the ability to make ethical choices.

| ETHICAL ANALYSIS RUBRIC                                       |  |  |  | REVIEWERS<br>SCORE |
|---|--|--|--|--------------------|
| COMPETENCY  | Exceeds<br>Expectations  | Meets<br>Expectations  | Does not meet<br>Expectations  |                    |
| 4.1 Identify relevant facts and ethical issues.               | Identifies the relevant facts and ethical issues involved.                         | Identifies most of the relevant facts and ethical issues involved. | Identifies few of the relevant facts and ethical issues involved.          |                    |
| 4.2 Evaluate ethical situations using appropriate frameworks. | Comprehensively evaluates ethical situations using appropriate ethical frameworks. | Evaluates ethical situations using appropriate ethical frameworks. | Fails to evaluate ethical situations using appropriate ethical frameworks. |                    |
| 4.3 Develop relevant alternatives.                            | Offers relevant alternatives.  | Generally offers relevant alternatives.                            | Does not generally offer relevant alternatives.                            |                    |
| 4.4 Demonstrate the ability to make ethical choices.          | Offers appropriate ethical choices.  | Generally offers ethical choices.                                  | Fails to offer appropriate ethical choices.                                |                    |