

Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016

Program: Bachelor of Science – Business Administration

Date: March 30, 2016

Completed by: Steve Norman and Brad Gilbreath

Assessment contributors (other faculty involved in this program's assessment): Beth Vega.

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? 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?
This academic year, at the undergraduate level, we assessed global awareness. More specifically, we	Spring 2011 (both sub-goals)	Exam questions (rubrics attached)	We evaluated 10 of the 30 artifacts gathered, based on random assignment.	We expect that at least 70% of undergraduate students will meet or exceed expectations	For both sub-goals, 80% of students met or exceeded expectations .	Results obtained supported prior results. Students have generally done well with these sub-goals and this assessment cycle	Though we met expectations during this assessment, we will continue to monitor and continue to look for more ways to improve in this area. More specifically, we can investigate

<p>assessed both sub-goals for measuring students' global awareness:</p> <p>3.1: Demonstrate appropriate terminology associated with the global business environment.</p> <p>3.2: Effectively evaluate situations associated with global organizations.</p>			<p>Students were from our human resource management course, MGMT 318, so most students were juniors and seniors.</p>	<p>based on the attached rubrics.</p>		<p>supported prior success.</p>	<p>pedagogical best practices for teaching students to identify relevant global issues and find places in our curriculum to introduce, develop, and achieve mastery in this area.</p>

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 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?
We continue to evaluate all areas of student learning relative to our goals. During this AYR, though we did not implement a new program, per se, we continue our focus on written communication, as well as problem solving.		We decided to focus more on written communication in our courses. Specifically, we agreed that professors and instructors would discuss and evaluate our students' ability to apply proper formatting and vocabulary to written communication. We need to better define what 'format' means for written communication, much like we recently did at the MBA level. Additionally, we continue to focus on the 5-step process of quantitative decision-making based on the changes we made to that area a couple of years ago. We will continue to monitor results and adapt accordingly.	Yes, we continue to focus on the recommendations made in all areas.	As mentioned, the initial results collected last year for quantitative problem solving seemed promising, but we will continue to implement agreed upon actions and will assess in the near future to continue with our ongoing continuous improvement processes
		Since we recently adopted a new process for teaching problem solving, we decided to stay the course and get more students through the new process in various courses and then assess. Overall, our students had succeeded in all sub-goals except for 2.1.4 (33% success rate), so we have discussed as a faculty to focus more attention on that step of the process (please note that the steps and process that we agreed on parallel the wording of the related sub-goals).		

Comments:

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT#: _____

REVIEWER: _____

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

LEARNING GOAL THREE: GLOBAL AWARENESS

Our students will understand the global business environment.

MEASURABLE OBJECTIVES

Students will:

- 3.1 demonstrate appropriate terminology associated with the global business environment.
- 3.2 effectively evaluate situations associated with global organizations.

GLOBAL AWARENESS RUBRIC				REVIEWER SCORE
EVALUATION CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations	
3.1 Demonstrate appropriate terminology associated with the global business environment.	Demonstrates extensive knowledge of terminology associated with the global business environment.	Demonstrates some knowledge of terminology associated with most global business environment elements.	Fails to demonstrate knowledge of terminology associated with the global business environment elements.	
3.2 Effectively evaluate situations associated with global organizations.	Comprehensively evaluates situations associated with global organizations.	Evaluates situations associated with global organizations with some proficiency.	Does not effectively evaluate situations associated with global organizations.	