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

Program: Master of Business Administration (MBA)   **Date:** May 28, 2016

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Please describe the 2015–2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016–2017 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 2014–2015. 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 year, we assessed one learning goal, 3 sub-goals in total. During 2015–2016, we	Fall 2013 for all sub-goals	We utilized a written assignment from BUSAD 575 for all three sub-goals. Rubrics	20 MBA students in BUSAD 575 completed a written assignment. Of those, we randomly	For our MBA students, we expect that 80% of our students are able to meet or exceed expectations	For sub-goal 3.1, 88% of students met or exceeded expectations. For sub-goal 3.2, 75% of students met	Student performance for this review cycle for these sub-goals was mixed. For sub-goal 3.1, students continue to perform at high	Though the small sample size perhaps skewed results, since all it takes is 2–3 students not performing at acceptable levels to influence overall results, we will have a discussion as a faculty regarding how students can

assessed learning goal 3, MBA decision-making in a global business environment. Specifically, we assessed all three sub-goals: 3.1 – demonstrate knowledge of the global business environment; 3.2 – evaluate situations and strategies in global organizations; and 3.3 – develop recommendations for global organizations.		utilized are attached to this document.	selected 8 of the 20 artifacts to review (based on random assignment).	based on the rubrics utilized and presented previously.	or exceeded expectations. For sub-goal 3.3, 63% of students met or exceeded expectations.	levels and above expectations. Using our dashboard system, we would code sub-goal 3.2 as yellow, because student performance is slightly below expectations. Sub-goal 3.3 will be coded red, because student performance was far below expectations.	present and substantiate recommendations for global organizations. Students seem to perform adequately in the areas of demonstrating knowledge and evaluating global situations (sub-goals 3.1 and 3.2) given trends we are seeing in student performance as indicated in previous assessments. However, it appears there are some opportunities to improve in the area of developing recommendations that we should discuss as a faculty. We will reserve some time in our faculty convocation meeting next fall so that we can have adequate time and faculty representation to adequately discuss this issue.

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 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 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.	n/a	n/a	n/a	n/a

Comments:

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**	**REVIEWERS 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 recommendations 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.	