Colorado State University – Pueblo Academic Program Assessment Report for AY 2016-2017   Due: June 1, 2017

Program: Master of Business Administration (MBA)   **Date report completed:** May 31, 2017

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

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 that level?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the underline program are planned based on this assessment?
1.1: Demonstrate competency in written communication skills – format	Fall 2013 – The date we list in this column is the date of the last assessment before the 2016–2017 year.	The artifact we used was a written case analysis from MGMT 585. Two assessors met with the instructor to learn about the assignment, scored several artifacts, and compared scores to gain a common frame	Students in MGMT 585, *Management Policy and Strategy*. Thirteen artifacts of student work were assessed.	For our MBA students, we expect that 80% of our students are able to meet or exceed expectations based on the rubrics utilized.	Thirty-four percent of the students met expectations.	Student performance is below expectations. This assessment revealed quite a few things we need to coach students on more. Examples: Tables need introductions, proofreading and multiple edits are necessary, make sure headings are	We need to identify core competencies for report writing and build in opportunities for students to build those competencies in MBA courses. We will share those competencies with faculty during Convocation so they can include those in their courses. We also will work the instructor who teaches our MGMT 592 writing skills course to acquaints them with the competencies that need to be developed so that they can be included in that

						consistent, don't include hyperlinks in a reference section.	course.
		of reference. They then independently scored the remaining artifacts. Later they compared scores, discussed any differences, and reached a consensus about the most accurate score.

The scoring rubric for this sub-goal and sub-goal 1.2 are attached. | | | | | |
| 1.2: Demonstrate competency in written communication skills – vocabulary | Fall 2013 | The same assessors and process for sub-goal 1.1 were used for this sub-goal. | The same students and artifacts were used as for sub-goal 1.1. | We expect that 80% of our students are able to meet or exceed expectations. | Seventy-three percent of our students met expectations. | Performance is below our expectations. Many of our students are writing too informally or imprecisely. | We need to inculcate our students to the need to write clearly, critically examine and proofread their writing multiple times, and to seek "fresh eyes" to proofread and edit their work. To motivate this behavior we will consider increasing grading weights and penalties related to this writing criterion. |
| 1.3: Demonstrate competency in oral communication and | Spring 2014 | Two assessors met individually with the instructor providing the | Four student group presentation form MKTG 540, *Marketing* | We expect that 80% of our students are able to meet or exceed | All (100%) of groups met expectations. | Students should have had a more professional attitude; they should have treated their | During Convocation, we will discuss as a faculty our expectations for student presentations and consider solutions such as a standard presentation checklist for |

presentations – organization 1		artifacts to learn about the assignment serving as the artifact to score. A copy of the instructor's instructions for students was also provided. The instructors independently scored several student presentations and then compared scores to see if they were using similar performance standards. They then finished scoring the student presentations. We have attached the rubric we use for scoring this and the next sub-goal (i.e., 1.4).	*Management* ,	expectations .		presentation as if they were presenting to a board of executives. For example, they should have been professionally dressed. Also, the presentations should have been rehearsed ahead of time for a smoother flow; there were instances of confusion.	students to refer to that lays out suggestions, expectations, and preferred mindsets for presenters.
1.4: Demonstrate	Spring 2014	The assessors and process	The students and artifacts	We expect that 80% of	All (100%) of groups met	The assessors were impressed with the	We will ask the instructor of this course for what may have

competency in oral communication and presentations - articulation of ideas		from sub-goal 1.3 were used for this sub-goal.	from sub-goal 1.3 were used for this sub-goal.	our students are able to meet or exceed expectations.	expectations.	contents of their slides. And students seemed knowledgeable about what they were presenting on.	promoted student effectiveness observed by the assessors so that these effectiveness-promoting methods could be adopted in other courses.
4.1: Identify relevant facts and ethical issues	Fall 2014	The artifact we used was a written case analysis from Two assessors met with the instructor to learn about the assignment, scored several artifacts, and compared scores to gain a common frame of reference. They then independently scored the remaining artifacts. Later they compared scores, discussed any differences, and reached a consensus about the most accurate score.	Five case analyses from BUSAD 502, Business Ethics and Environment were assessed.	We expect that 80% of our students are able to meet or exceed expectations.	Forty percent of students met expectations.	Assessor faced a conundrum, because many students accessed facts about the particular case, the Bhopal Incident, from contemporary sources, thereby pulling in information and facts not listed in the case material assigned by the professor. Other students did not do so. So this lack of standardization in assignment execution made assessment difficult. That said, there seemed to be some imprecision with which students pulled in relevant facts.	We will ask our Graduate Committee to address this issue and suggest interventions to help students develop the ability to Identify relevant facts and ethical issues.

		The scoring rubric for this sub-goal and sub-goals 4.2, 4.3, and 4.4 are attached.					
4.2: Evaluate ethical situations using appropriate frameworks.	Fall 2014	Same assessors and process as for sub-goal 4.1	Same artifacts as 4.1 were used.	We expect that 80% of our students are able to meet or exceed expectations.	One hundred percent of students met expectations.	Students performed very well on this sub-goal. The instructor used some effective pedagogical techniques for fostering student skill.	None at this time.

Comments on part I:

PART II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this 2016-2017 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?
3.2: Evaluate situations and strategies in global organizations.	Spring 2016 75% of students met or exceeded expectations.	Discuss, as a faculty, how students can present, and substantiate recommendations for global organizations.	We had originally thought we would discuss how to improve student performance on this sub-goal. We later decided it would be more appropriate for the members of the HSB's Graduate Committee to apply themselves to this student performance issue.	No results yet; the Graduate Committee will be tasked to come up with recommendations before the end of the Fall 2017 semester.
3.3: Develop recommendations for global organizations.	Spring 2016 63% of students met or exceeded expectations.	Same as for previous sub-goal (i.e., see answer for 3.2).	Same as for previous sub-goal (i.e., see answer for 3.2).	Same as for previous sub-goal (i.e., see answer for 3.2).

Comments on part II:

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'S SCORE**
1.1 Demonstrate competency in written communication – format.	Written documents use proper format, particularly punctuation and sentence structure.	Written documents meet most format guidelines relative to punctuation and sentence structure.	Written documents fail to meet most format guidelines relative to punctuation and sentence structure.	
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.	
1.3 Demonstrate competency in oral communication and presentations – organization.	Ideas are logical, exceptionally well organized.	Ideas are fairly well organized.	Ideas are generally not well organized.	
1.4 Demonstrate competency in oral communication – articulation of ideas.	Ideas are clearly articulated.	Ideas are generally well articulated; not difficult to comprehend.	Ideas are not well articulated; difficult to comprehend.	

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				
COMPETENCY	Exceeds Expectations	Meets Expectations	Does not meet Expectations	REVIEWER'S SCORE
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 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'S 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.	

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				
COMPETENCY	Exceeds Expectations	Meets Expectations	Does not meet Expectations	REVIEWER'S SCORE
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.	