



Academic Program Assessment Report for AY 2017-2018

Program: HSB Undergraduate

(Due: June 1, 2018)

Date report completed: May 31, 2018

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Assessment contributors (other faculty involved): Laee Choi, Aun Hassan

Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, 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, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

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 <u>last</u> assessed? (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? Include the proportion of students meeting proficiency.	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?
Demonstrate proper mechanics in written documents	Spring 2015	We assessed students' writing as expressed in their resumes produced as part of their coursework.	Thirty-four students in BUSAD 493, <i>Senior Seminar</i> .	For <i>exceeds expectations</i> , documents have proper grammar and punctuation. For <i>meets, expectations</i>	Seventy-one percent of students met or exceeded our standards.	Although most of our students would be able to produce writing that would be acceptable to many employers; there is a subset of our students who would disappoint	We have informed our faculty of these results and asked them to identify ways they can address observed problems in their courses. We also have shared resources addressing gratuitous capitalization with instructors teaching writing-intensive courses. During summer 2018

				, documents have a few minor grammar and punctuation errors. We expect that 70 percent of students meet or exceed our standards of performance .		an employer who is exacting about writing and who is very familiar with grammar and punctuation rules. One problem, in particular, that was noted in student writing is gratuitous capitalization.	instructors will be reminded the assessors' observations and asked to take appropriate action in their courses (e.g., watch for gratuitous capitalization and other writing errors, mark errors, and require that students correct them). We will also ask the English Department for some learning exercises that instructors can use in their classes to upgrade student skills.
Use vocabulary appropriate for target audience	Spring 2015	As with the prior SLO, we assessed students' writing as expressed in their resumes.	Thirty-four students in BUSAD 493	For <i>exceeds</i> , a student correctly uses vocabulary. For <i>meets</i> , a student generally uses vocabulary correctly. We expect that 70 percent of students meet or exceed our standards of performance .	Ninety-one percent of students meet or exceeded our standards.	Students are performing well on this SLO.	No actions or interventions are planned for this SLO given positive past performance. We will reassess student performance in an appropriate timeframe.

<p>Demonstrate the effective use of team tools</p>	<p>Spring 2015</p>	<p>We distributed a questionnaire to students near the end of the semester. They were asked to what extent their group used a variety of “tools” that promote team effectiveness. Students indicated whether their team used the tool (<i>Not at all = 1, Very little = 2, Somewhat = 3, To a great extent = 4</i>).</p>	<p>Seventeen students in MGMT 485.</p>	<p>We expect that 70 percent of students meet or exceed our standards of performance .</p>	<p>Students did not meet expectations . The method used to assess this doesn’t lend itself to a percentage <i>meets or exceeds</i>. Average scores (student answers): Written documentation (e.g., through e-mail) of who will do what (task assignments) - 3.6 Established lines of communication - 3.6 Written team objectives</p>	<p>Students used a number of tools that promote team effectiveness, so overall performance was not bad. However we rated their performance as <i>did not meet expectations</i> because too many students did not make use of an important team tool, <i>explicit (written or discussed) norms or preferred group member behaviors</i>.</p>	<p>We notified faculty about this shortcoming and asked them to think about what they could do to address it in their courses. Before the fall 2018 semester we will remind them that this is something that needs addressing in courses. A potentially useful resource for this is “Creating Team Norms” from AgileConnection.</p>
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					<p>and timelines/deadlines - 3.2</p> <p>Agendas to keep the group meetings on track - 2.8</p> <p>Explicit (written or discussed) norms or preferred group member behaviors - 2.5</p>		
Demonstrate effective behavior in teams	Spring 2015	We distributed the questionnaire described earlier. Students were asked whether they engaged in a variety of positive team behaviors (1 = <i>Disagree</i> , 2 = <i>Neither agree or disagree</i> , 3 = <i>Agree</i> , 4 = <i>Strongly agree</i>).	Seventeen students in MGMT 485.	We expect that 70 percent of students meet or exceed our standards of performance .	<p>Average scores (student answers):</p> <p>exercised mutual respect - 4.3</p> <p>shared recognition of team successes - 4.2</p> <p>used open communication</p>		

					<p>on (immediately addressing issues openly and candidly) - 4.2</p> <p>collaborated on our work - 4.2</p> <p>exercised shared leadership - 4.2</p> <p>established group expectations - 4.2</p> <p>challenged ideas or proposals through discussion, thus promoting creative decision-making and problem solving - 4.1</p> <p>held</p>		
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					<p>ourselves accountable at both the individual and team levels - 4.1</p> <p>established and maintained harmonious interpersonal relations, based on understanding and respect for differences - 4.0</p> <p>established a strong work ethic that focused on results - 3.9</p> <p>used early conflict resolution when conflict arose - 3.5</p>		
Identify relevant facts.	Fall 2014	Two faculty members reviewed	Twenty-one case analyses from BUSAD	For <i>exceeds expectations</i> , the student	Eighty-six percent of students	Students performed acceptably on this	No actions are planned.

		artifacts of student work.	302 were assessed.	shows strong ability to identify relevant facts. For <i>meets, expectations</i> , the student identifies most relevant facts. We expect that 70 percent of students meet or exceed our standards of performance .	met or exceeded expectations .	learning sub-goal. We will revisit the reviewers' specific observations of student performance.	
Identify ethical issues.	Fall 2014	Two faculty members reviewed artifacts of student work.	Twenty-one case analyses from BUSAD 302 were assessed.	For <i>exceeds expectations</i> , the student shows strong ability to identify ethical issues. For <i>meets, expectations</i> , the student identifies most ethical issues. We	Seventy-one percent of students met or exceeded expectations .	Students performed marginally on this learning sub-goal. We will revisit the reviewers' specific observations of student performance.	Update faculty about the 71% success rate; this sub-goal may need attention to maintain acceptable student performance.

				expect that 70 percent of students meet or exceed our standards of performance .			
Identify ethical alternatives.	Fall 2014	Two faculty members reviewed artifacts of student work.	Twenty-one case analyses from BUSAD 302 were assessed.	For <i>exceeds expectations</i> , the student clearly identifies ethical alternatives. For <i>meets, expectations</i> , the student identifies some ethical alternatives. We expect that 70 percent of students meet or exceed our standards of performance .	One hundred percent of students met or exceed expectations .	Performance on this sub-goal was strong.	No actions are planned.
Recommend appropriate actions.	Fall 2014	Two faculty members reviewed artifacts of student work.	Twenty-one case analyses from BUSAD 302 were assessed.	For <i>exceeds expectations</i> , the student recommends appropriate	Ninety-one hundred percent of students met or exceed	Performance on this sub-goal was good.	No actions are planned.

				actions. For <i>meets, expectations</i> , the student recommends some appropriate actions. We expect that 70 percent of students meet or exceed our standards of performance.	expectations		
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Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those 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 to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
All of our learning goals for undergraduates had met expectations in the most-recent reviews prior to 2017. This is not our usual situation; we usually have some that are judged as <i>does not meet expectations</i> . However, we did begin to follow up on some of the learning issues we identified in our 2017–2018 assessments, as listed below.				
Demonstrate	Spring 2107	Inform faculty of the	We have informed faculty	No assessment of results yet. We will follow

proper mechanics in written formats.		gratuitous capitalization; ask them to identify ways they can address it in their courses. Share resources addressing gratuitous capitalization with instructors teaching writing-intensive courses. Remind faculty of the assessors' observations and ask them to take appropriate action in their courses. Ask the English Department for learning exercises that instructors can use in their classes to upgrade student skills.	and shared resources. Instructors in writing-intensive courses were informed and responded positively.	up on the other planned initiatives in the next few months.
Demonstrate the effective use of team tools	Spring 2018	Notify faculty about this shortcoming and ask them to think about what they could do to address it in their courses. Remind them that this is something that needs addressing in courses. Share "Creating Team Norms" from AgileConnection.	We asked the instructor who teaches Organizational Behavior, the course most-closely addressing teamwork, to help us address this learning shortcoming. He readily agreed to do so.	No assessment of results yet.

Comments on part II:

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT#: _____

REVIEWER: _____

To the reviewer:

Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0

Please use the ‘**Comment**’ section to provide qualitative observations for each sub-goal. Capturing your observations of student performance there will help you write your overall report of student performance. It will also help capture your ideas for how to improve student performance, which should be included in your post-assessment report.

LEARNING GOAL ONE: COMMUNICATION

Our students will be able to communicate effectively.

MEASURABLE OBJECTIVES

Students will:

- 1.1 demonstrate proper mechanics in written formats.
- 1.2 use vocabulary appropriate for target audience.
- 1.3 be effective in oral communication and presentations.

COMMUNICATION RUBRIC				REVIEWER SCORE
EVALUATION CRITERIA	Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)	
1.1 Demonstrate proper mechanics in written formats: grammar and punctuation.	Documents have proper grammar and punctuation.	Documents have a few minor grammar and punctuation errors.	Documents demonstrate limited understanding of proper grammar and punctuation.	
Comment:				
1.2 Use vocabulary appropriate for target audience.	Correctly uses vocabulary.	Generally uses vocabulary correctly.	Often uses vocabulary incorrectly.	
Comment:				
1.3 Be effective in oral communication and presentations.	Ideas are clearly articulated.	Ideas are communicated in a manner that can be understood.	Ideas are poorly articulated.	
Comment:				

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT#: _____

REVIEWER: _____

To the reviewer:

Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0

Please use ‘**Comment**’ section to provide qualitative observation for each sub-goal. Capturing your observations of student performance there will help you write your overall report of student performance and your ideas for how to improve student performance.

LEARNING GOAL TWO: PROBLEM SOLVING - QUALITATIVE

Our students will be able to analyze problems and develop solutions.

MEASURABLE OBJECTIVES

Students will:

- 2.1 appropriately use methods to solve problems.
- 2.2 evaluate business situations.
- 2.3 develop viable recommendations.

PROBLEM SOLVING - QUALITATIVE RUBRIC				
EVALUATION CRITERIA	Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)	REVIEWER SCORE
2.1 Appropriately use methods to solve problems.	Appropriately uses methods.	Often appropriately uses methods.	Fails to appropriately use methods.	
Comment:				
2.2 Evaluate business situations.	Situations are evaluated correctly.	Situations are usually evaluated correctly.	Situations are not correctly evaluated.	
Comment:				
2.3 Develop viable recommendations.	Makes viable recommendations supported by appropriate analyses.	Makes recommendations with some support.	Makes recommendations that are poorly supported and/or non-viable.	
Comment:				

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT#: _____

REVIEWER: _____

To the reviewer:

Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0

Please use ‘**Comment**’ section to provide qualitative observation for each sub-goal. Capturing your observations of student performance there will help you write your overall report of student performance and your ideas for how to improve student performance.

LEARNING GOAL TWO: PROBLEM SOLVING - QUANTITATIVE

Our students will be able to analyze problems and develop solutions.

MEASURABLE OBJECTIVES

Students will:

- 2.1 Appropriately define the problem.
- 2.2 Identify known and unknown variables.
- 2.3 Translate problem(s) to mathematical language.
- 2.4 Solve the problem.
- 2.5 Check the answer.

PROBLEM SOLVING - QUANTITATIVE RUBRIC				
EVALUATION CRITERIA	Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)	REVIEWER SCORE
2.1 Appropriately define problem(s).	Appropriately defines problem(s).	Defines problem with some minor challenges.	Fails to appropriately define problem(s).	
Comment:				
2.2 Identify known and unknown information.	Identifies known and unknown information appropriately.	Identifies most, but not all known and unknown information.	Fails to identify known and unknown information.	
Comment:				
2.3 Translate problem into mathematical language.	Properly translates problem into mathematical language.	Properly translates most of the problem into mathematical language.	Does not properly translate problem into mathematical language.	
Comment:				

2.4 Solve the problem.	Properly solves the problem.	Properly solves most of the problem.	Does not properly solve the problem.	
Comment:				
2.5 Check your answer.	Properly checks answer(s) for reasonableness and magnitude.	Properly checks most answer(s) for reasonableness and magnitude.	Does not properly checks answer(s) for reasonableness and magnitude.	
Comment:				

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT#: _____

REVIEWER: _____

To the reviewer:

Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0

Please use ‘**Comment**’ section to provide qualitative observation for each sub-goal. Capturing your observations of student performance there will help you write your overall report of student performance and your ideas for how to improve student performance.

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				
EVALUATION CRITERIA	Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)	REVIEWER SCORE
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.	
Comment:				
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.	
Comment:				

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT#: _____

REVIEWER: _____

To the reviewer:

Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0

Please use ‘**Comment**’ section to provide qualitative observation for each sub-goal. Capturing your observations of student performance there will help you write your overall report of student performance and your ideas for how to improve student performance.

LEARNING GOAL FOUR: ETHICAL AWARENESS

Our students will understand concepts related to ethics.

MEASURABLE OBJECTIVES

Students will:

- 4.1 identify relevant facts.
- 4.2 identify ethical issues.
- 4.3 identify ethical alternatives.
- 4.4 recommend appropriate actions.

ETHICAL AWARENESS RUBRIC				
EVALUATION CRITERIA	Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)	REVIEWER SCORE
4.1 Identify relevant facts.	Shows strong ability to identify relevant facts.	Identifies most relevant facts.	Often fails to identify relevant facts.	
Comment:				
4.2 Identify ethical issues.	Shows strong ability to identify ethical issues.	Identifies most ethical issues.	Often fails to identify ethical issues.	
Comment:				
4.3 Identify ethical alternatives.	Clearly identifies ethical alternatives.	Identifies some ethical alternatives.	Fails to identify ethical alternatives.	
Comment:				
4.4 Recommend appropriate actions.	Recommends appropriate actions	Recommends some appropriate actions.	Fails to recommend appropriate actions.	
Comment:				

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

ARTIFACT#: _____

REVIEWER: _____

To the reviewer:

Exceeds expectations = 2; Meets expectations = 1; Does not meet expectations = 0

Please use ‘**Comment**’ section to provide qualitative observation for each sub-goal. Capturing your observations of student performance there will help you write your overall report of student performance and your ideas for how to improve student performance.

LEARNING GOAL FIVE: TEAM SKILLS

Our students will be able to effectively work in a team.

MEASURABLE OBJECTIVES

Students will:

- 5.1: describe the role of teams in organizations
- 5.2: demonstrate the effective use of team tools
- 5.3: demonstrate effective behavior in teams

TEAM SKILLS RUBRIC				
EVALUATION CRITERIA	Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)	REVIEWER SCORE
5.1: Describe the role of teams in organizations	Comprehensively describes the roles of teams in organizations (e.g., strong description; provides examples that support description)	Accurately describes the role of teams in organizations	Does not describe the role of teams in organizations	
Comment:				
5.2: Demonstrate the effective use of team tools	Demonstrates skilled use of tools that contribute to team effectiveness (e.g., sets appropriate goals, creates effective plan for managing conflict, defines roles clearly, creates effective system for scheduling and updating progress, etc.)	Uses tools that contribute to team effectiveness (agendas, minutes, schedules, records of delegated tasks, etc.)	Unable to correctly use team tools or fails to make use of most of the applicable tools	
Comment:				
5.3: Demonstrate effective behavior in teams	Demonstrates skill in working as a team (e.g., works effectively to achieve the team’s	Works collaboratively to achieve the team’s objectives.	(a) No successful outcome or (b) some success but with clearly dysfunctional team	

	objectives, constructively addresses social loafing, conflict is not excessive and is constructively resolved, behaviors build cohesion and positive team climate, etc.).		behavior.	
Comment:				