



Academic Program Assessment Report for AY 2017-2018

Program: HSB graduate (MBA)

(Due: June 1, 2018)

Date report completed: June 1, 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.csueblo.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 competency in written communication skills – format.	Fall 2013	Two faculty members reviewed artifacts of student work.	Twenty-six case analyses from MGMT 585 were assessed.	We expect that at 80 percent of our students will meet or exceed our expectations . For <i>exceeds</i> ,	Only thirty-four percent of students met or exceeded expectations .	Spring 2017: Student performance is below expectations. This assessment revealed quite a few things we need to coach students	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.

				students' documents use proper format, particularly punctuation and sentence structure. For <i>meets</i> , documents meet most format guidelines relative to punctuation and sentence structure.		on more. Examples: Tables need introductions, proofreading and multiple edits are necessary, make sure headings are consistent, don't include hyperlinks in a reference section.	We also will conduct a focus group with experienced MBA students to get their insights on causes and potential solutions.
Demonstrate competency in written communication skills – vocabulary	Fall 2013	Two faculty members reviewed artifacts of student work.	Twenty-six case analyses from MGMT 585 were assessed.	We expect that at 80 percent of our students will meet or exceed our expectations . For <i>exceeds</i> , documents use vocabulary correctly and appropriate for the target	Seventy-three percent of students met or exceeded our 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.

				audience. For <i>meets</i> , documents generally use vocabulary appropriate for the target audience.			
Demonstrate competency in oral communication and presentations – organization	Spring 2014	Two faculty members reviewed artifacts of student work.	Five videos of student presentations sampled in MKTG 540 were assessed. Each presentation included multiple student presenters.	We expect that at 80 percent of our students will meet or exceed our expectations . For <i>exceeds</i> , Ideas are logical, exceptionally well organized. For <i>meets</i> , Ideas are fairly well organized.	One-hundred percent of the presentation met expectations . That, however, does not mean that the presentations were 100 percent effective.	Students should have had a more professional attitude; they should have treated their 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.	During Convocation, we will discuss as a faculty our expectations for student presentations and consider solutions such as a standard presentation checklist for students to refer to that lays out suggestions, expectations, and preferred mindsets for presenters.
Demonstrate competency in oral	Spring 2014	Two faculty members reviewed	Five videos of student presentation	We expect that at 80 percent of	One-hundred percent of	The assessors were impressed with the contents of	We will ask the instructor of this course for what may have promoted student effectiveness

communication and presentations - articulation of ideas		artifacts of student work.	s sampled in MKTG 540 were assessed. Each presentation included multiple student presenters.	our students will meet or exceed our expectations . For <i>exceeds</i> , ideas are clearly articulated. For <i>meets</i> , ideas are generally well articulated; not difficult to comprehend .	students met or exceed expectations .	students' slides. And students seemed knowledgeable about what they were presenting on.	observed by the assessors so that these effectiveness-promoting methods could be adopted in other courses.
Correctly use analytical methods	Spring 2015	Two faculty members reviewed artifacts of student work.	Eleven exams from ECON 510 were assessed.	We expect that at 80 percent of our students will meet or exceed our expectations . For <i>exceeds</i> , analyses are correct. For <i>meets</i> , analyses are generally correct.	Eighty-two percent of students met or exceeded expectations .	Overall students seem to do quite well in terms of applying the correct method to solve the problem. Every student was able to plug in the correct values into the formula and calculate the values correctly. So it seems that students are doing really well in terms of their mathematical skills.	No actions planned.

Evaluate business situations	Spring 2015	Two faculty members reviewed artifacts of student work.	Eleven exams from ECON 510 were assessed.	We expect that at least 80 percent of our students will meet or exceed our expectations . For <i>exceeds</i> , situations are evaluated correctly. For <i>meets</i> , situations are usually evaluated correctly.	Seventy-four percent of students met or exceeded expectations .	We had a relatively small number of artifacts (11) to review for this learning goal. Out of the 11 artifacts, 3 showed weak performance in terms of evaluating business situations. So in terms of understanding the significance of the mathematical value they calculated in the previous part, they seem to be struggling.	Recommend that instructors share more examples in class and help students interpret the meaning of the calculated values.
Develop viable recommendations based on analyses	Spring 2015	Two faculty members reviewed artifacts of student work.	Eleven exams from ECON 510 were assessed.	We expect that at least 80 percent of our students will meet or exceed our expectations . For <i>exceeds</i> , a student makes strong recommendations supported by	Seventy-three percent of students met or exceeded our expectations .	The majority of students did well but there were enough students who failed to perform well and caused the outcome of this sub-goal to not meet expectations. Most students did fine, but since the sample size was relatively small, the three students who could not make viable	We will suggest that faculty provide more opportunities to students to practice interpreting the mathematical results especially for our international students who maybe more challenged with explain their results using English language.

				appropriate analyses. For <i>meets</i> , a student makes viable recommendations with some support.		recommendations made up for about 28% of the sample size, once again resulting in failing to meet expectations for this sub-goal.	
Identify relevant facts and ethical issues	Fall 2014	Two faculty members reviewed artifacts of student work.	Four case analyses from BUSAD 502 were reviewed.	We expect that at least 80 percent of our students will meet or exceed our expectations . For <i>exceeds</i> , a student identifies the relevant facts and ethical issues involved. For <i>meets</i> , a student identifies most of the relevant facts and ethical issues involved.	Forty percent of students met or exceed expectations .	Assessors 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 have brought this problem to the attention of our faculty. We also have asked that they do not use old cases where there is a great deal of post-contemporaneous information that can “muddy the waters” in the way we experienced.

Evaluate ethical situations using appropriate frameworks	Fall 2014	Two faculty members reviewed artifacts of student work.	Four case analyses from BUSAD 502 were reviewed.	We expect that at least 80 percent of our students will meet or exceed our expectations . For <i>exceeds</i> , a student comprehensively evaluates ethical situations using appropriate ethical frameworks. For <i>meets</i> , a student evaluates ethical situations using appropriate ethical frameworks.	One hundred percent of students met or exceed expectations .	Students performed very well on this sub-goal. The instructor used some effective pedagogical techniques for fostering student skill.	No actions planned.
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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?
We failed to follow up acceptable performance on two <i>global awareness</i> sub-goals, so we will address this with alacrity during fall 2018.				
Demonstrate competency in written communication skills – format.	Spring 2017	These recommendations were reported earlier in this report.	We asked our Graduate Committee to work on solutions to the problem, including creating a handout students can use to avoid the problems assessors noticed. They have met several times and drafted ideas and solutions.	No results yet. We need to follow through on the Graduate Committee’s ideas and we need to create a check sheet/handout for students that will help them preempt many of the problems we observed.
Demonstrate competency in written communication skills – vocabulary	Spring 2017	The recommendations were reported earlier in this report.	We worked with the instructor who teaches our MGMT 592 writing skills course to acquaint them with the competencies that need to be developed so that they can be included in that course. We have also asked faculty to identify ways they can address identified learning shortcomings in their courses.	No results yet. During summer 2018 we can remind faculty about the issues observed so they can redesign their courses and learning exercises as appropriate to address the issues during fall 2018. During 2018 convocation we need to remind the faculty of the observed problems and ask them to consider implementing some of the potential solutions.

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

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 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 (=2)	Meets Expectations (=1)	Does not meet Expectations (=0)	REVIEWER 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.	
Comment:				
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.	
Comment:				
1.3 Demonstrate competency in	Ideas are logical, exceptionally well	Ideas are fairly well organized.	Ideas are generally not well	

oral communication and presentations – organization.	organized.		organized.	
Comment:				
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.	
Comment:				

GRADUATE 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: 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				REVIEWER SCORE
COMPETENCY	Exceeds Expectations (=2)	Meets Expectations (=1)	Does not meet Expectations (=0)	
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.	
Comment:				
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.	
Comment:				
2.3 Correctly use analytical methods to apply to problems.	Analyses are correct.	Analyses are generally correct.	Analyses are frequently incorrect.	
Comment:				

2.4. Evaluate business situations.	Situations are evaluated correctly.	Situations are usually evaluated correctly.	Situations are often evaluated incorrectly.	
Comment:				
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.	
Comment:				

GRADUATE 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: 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 (=2)	Meets Expectations (=1)	Does not meet Expectations (=0)	REVIEWER 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.	
Comment:				
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.	
Comment:				
3.3 Develop recommendations	Makes recommendations	Makes recommendations	Makes recommendations	

for global organizations.	that are appropriate for global organizations.	that are generally appropriate for global organizations.	that are generally inappropriate for global organizations.	
Comment:				

GRADUATE 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 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				REVIEWER SCORE
COMPETENCY	Exceeds Expectations (=2)	Meets Expectations (=1)	Does not meet Expectations (=0)	
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.	
Comment:				
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.	
Comment:				
4.3 Develop relevant alternatives.	Offers relevant alternatives.	Generally offers relevant alternatives.	Does not generally offer relevant alternatives.	
Comment:				
4.4 Demonstrate the ability to make	Offers appropriate ethical choices.	Generally offers ethical choices.	Fails to offer appropriate ethical	

Revised September 29, 2017

ethical choices.			choices.	
Comment:				