CSU PUEBLO	2021 Academic Program Assessment Report		Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/business-bsba-assessment-plan-2019.pdf
	Business Administration BSBA		Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/hsb-bsba-assessment-report-2020.pdf

Report Completed By:	Laee Choi
Date Report Completed:	May 30 2021
Faculty members involved in this Assessment:	Carl Wright, Ian Brennan

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	The mission of the Hasan School of Business at Colorado State University – Pueblo is "We transform students, innovate in teaching, conduct ourselves with professionalism, and engage with and positively impact our stakeholders. The intellectual pursuits of our faculty focus primarily on applied scholarship and instructional development. Our outreach activities - developed in partnership with the community - serve to enhance the quality of life and economic well-being in southeastern Colorado."

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 the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (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 (N).	E. What is the expected proficiency 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 program are planned based on this assessment?
Goal 1: Communication **Objective 1.1.** Prepare documents and presentations that are germane, well-organized, and professional							
Goal 2: Problem Solving **Objective 2.1.** Identify problem(s) in unstructured settings and apply appropriate quantitative techniques to solve the problem(s).	Spring 2017 (Quantitative)	There were two HSB faculty members who assessed the artifacts. They worked in a scoring process for the artifacts independently, and then discussed the appropriate score for each artifact to finalize the assessment. Appendix 1 is the evaluation form including the rubric of this SLO.	The artifacts collected from ECON 202 (Principles of Microeconomics) were used. Individual work from 35 students were identified and assessed.	We expect that at least 70 percent of our students will meet or exceed our expectations.	There were two evaluation criteria: students 1) have ability to identify problem(s) in unstructured settings and 2) demonstrate ability to apply appropriate quantitative techniques to solve the problem(s). For 1st criterion, 92.5% of students exceeded or met expectation (exceeded = 62.9%, met = 30%, did not meet = 7.1%). For 2nd criterion, 60% of students exceeded or met expectations (exceeded = 50%, met = 10%, did not meet = 40%).	The results showed that most students could identify problems in business related settings, but the assessors realized that the artifacts were somewhat inappropriate to evaluate the ability. As 40% of students answered the formula problem incorrectly, the assessors suggest that more practice in and out of class would help.	The rubric for this SLO will be reviewed for possible improvement and student performance will be monitored continuously. The faculty will discuss the ways to improve students' skills to solve the formula problems as well as to interpret the quantitative outcomes.

Goal 2: Problme Solving **Objective 2.2.** Identify problem(s) in unstructured settings and analyze appropriate information to develop viable recommendations.	Spring 2015 (Qualitative)	There were two HSB faculty members who assessed the artifacts. They worked in a scoring process for the artifacts independently, and then discussed the appropriate score for each artifact to finalize the assessment. Appendix 2 is the evaluation form including the rubric of this SLO.	The case-based artifacts collected from MGMT 201 (Principles of Management) were used. Individual work from 33 students were assessed.	We expect that at least 70 percent of our students will meet or exceed our expectations.	There were two evaluation criteria: students 1) have ability to identify problem(s) in unstructured settings and 2) demonstrate ability to analyze appropriate information to develop viable recommendations. For 1st criterion, 91.3% of students exceeded or met expectation (exceeded = 27.5%, met = 63.8%, did not meet = 8.7%). For 2nd criterion, 91.2% of students exceeded or met expectations (exceeded = 30.9%, met = 60.3%, did not meet = 8.8%).	The result indicated that students could identify business problems and draw their conclusions and suggestions based on the analysis of appropriate information. More than 90% of students demonstrated 'Meets expectations' and 'Exceeds expectations', however, more emphasis on the analysis and the ability to develop viable recommendations might be a potential area for further improvement.	The rubric for this SLO will be reviewed for possible improvement and student performance will be monitored continuously. The faculty will discuss the way to improve students' skills to identify business issues and to their ability to develop recommendations.
Goal 3. Global Awareness **Objective 3.1.** Demonstrate understanding of global issues and perspectives that may impact business solutions							
Goal 4. Ethical Awareness **Objective 4.1.** Demonstrate awareness of ethical issues and possible impacts on business decision making							

Comments on part I:	As HSB has been in progress to modify SLO since 2019, we used two seperate objectives to assess Goal 2: Problem Solving. But, considering a suggstion of the AACSB team, which is "simplifying the measurements and processes of SLOs", HSB faculty considers to integrate the two objectives into one. After assessing Goal 2 (Fall 2020), a new objective, "Identify problems, apply appropriate quantitative techniques to solve them, and provide actionable recommendations for the given business context", has been suggested and is waiting for faculty approval. Goal 1 was already approved by the HBS facutly, while Goal 3 and 4 are being reveiwed with Goal 2.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	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 column H and/or feedback?	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?			
Goal 3. Global Awareness **Objective 3.1.** Demonstrate understanding of global issues and perspectives that may impact business solutions.	Spring 2020	The rubric for this SLO will be reviewed for possible improvement and student performance will be monitored continuously. The faculty will discuss the way to improve students' skills to interlink their understanding of global issues to business solutions.	As this SLO and its rubric were newly developed in 2019, HSB faculty has reviewed and discussed them for possible improvement. There was no changes in this SLO. The faculty will continue to discuss the way to improve students' skills to interlink their understanding of global issues to business solutions.	No changes in this SLO			

Comments on part II:	

Appendix 1: Evaluation Form for Undergraduate Goal 2 - Objective 2.1

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

REVIEWER: _____   **Date:** _____

LEARNING GOAL: Problem Solving

MEASURABLE OBJECTIVES (2.1)
Students will: ***Identify problem(s) in unstructured settings and apply appropriate quantitative techniques to solve the problem(s)***.
- Artifacts: <u>35 assignments (written format) from ECON 202 (N = 35)</u>
  - Each artifact has its own number
- Review procedure
  - Use a separate rubric rating sheet for each artifact (see page 2).
  - In the sheet, check score of each artifact
  - After evaluating all artifact, put a total number of students for each score and the average score into Evaluation Result (below).
  - If you encounter difficulty during the assessment, contact the members of the AoL Committee for guidance.
- Rubric
  - 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.

EVALUATION RESULT

Evaluation Criteria 1: Students have ability to identify problem(s) in unstructured settings.

Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)	AVERAGE SCORE

Comment:

Evaluation Criteria 2: Students demonstrate ability to apply appropriate quantitative techniques to solve the problem(s).

Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)	AVERAGE SCORE

Comment:

RUBRIC RATING SHEET

Evaluation Criteria 1: Students have ability to identify problem(s) in unstructured settings.

Artifact No.	Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)
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Evaluation Criteria 2: Students demonstrate ability to apply appropriate quantitative techniques to solve the problem(s).

Artifact No.	Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)
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Appendix 2: Evaluation Form for Undergraduate Goal 2 - Objective 2.2

UNDERGRADUATE LEARNING GOALS REVIEWER FORM

REVIEWER: _____ **Date:** _____

LEARNING GOAL: Problem Solving

MEASURABLE OBJECTIVES (2.2)
Students will: ***Identify problem(s) in unstructured settings and analyze appropriate information to develop viable recommendations***.
- Artifacts: <u>33 assignments (written format) randomly seleted from MGMT 201 (N = 53)</u>
  - Each artifact has its own number
- Review procedure
  - Use a separate rubric rating sheet for each artifact (see page 2).
  - In the sheet, check score of each artifact
  - After evaluating all artifact, put a total number of students for each score and the average score into Evaluation Result (below).
  - If you encounter difficulty during the assessment, contact the members of the AoL Committee for guidance.
- Rubric
  - 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.

EVALUATION RESULT

Evaluation Criteria 1: Students have ability to identify problem(s) in unstructured settings.

Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)	AVERAGE SCORE

Comment:			

Evaluation Criteria 2: Students demonstrate ability to analyze appropriate information to develop viable recommendations.

Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)	AVERAGE SCORE

Comment:			

RUBRIC RATING SHEET

Evaluation Criteria 1: Students have ability to identify problem(s) in unstructured settings.

Artifact No.	Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)
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Evaluation Criteria 2: Students demonstrate ability to analyze appropriate information to develop viable recommendations.

Artifact No.	Exceeds expectations (=2)	Meets expectations (=1)	Does not meet expectations (=0)
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