



2022 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/2021/2021-assessment-reports/business-admin-bsba-2021-assessment-report.pdf

Report Completed By:	Ian Brennan
Date Report Completed:	June 6 2022
Faculty members involved in this Assessment:	Lae Choi and Carl Wright

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."
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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	Spring 2015	There were two HSB faculty members who assessed the artifacts. They resolved disagreements by discussion. Appendix 1 is the evaluation form including the rubric of this SLO.	The artifacts collected from BUSAD 302 (Business Ethics) were used. Individual work from 14 students were identified and assessed.	We expect 70% of students to reach or exceed proficiency	43% met or exceeded exceeded expectations (exceeded= 14%, met expectations = 29% and did not meet expectations = 57%).	Although the sample size was small, HSB recognizes that the data indicates that proficiency objectives are not being met.	The AOL Committee recommends that an English proficiency examination should be incorporated into the BUSAD 101 course. Resources would be made available to students needing to retake the examination. This recommendation will be discussed in the Fall semester 2022.
Goal 2: Problem Solving Objective 2.1. Identify problem(s) in unstructured settings and apply appropriate quantitative techniques to solve the problem (s).							

Goal 2: Problem Solving Objective 2.2. Identify problem(s) in unstructured settings and analyze appropriate information to develop viable 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:	The assessors of Goal 1 noted that students that failed to meet proficiency expectations exhibited difficulties with subject-verb agreement, the inappropriate use of pronouns, and the inappropriate use of commas.							
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?				
Comments on part II:								
Appendix 1								