Annual Assessment Report 2021-2022

BSBA Management & Human Resources

Management & Human Resources

College of Business

CONTACT
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DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
  o   Our disciplinary accrediting agency has <u>recommended</u> learning outcomes, so we used and/or modified them.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.
- Department Website - provide URL:_____
- Course Syllabi

ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?
- 2

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: SLO #1b: MHR students will demonstrate effective written communication skills.
- SLO #2: SLO #4: MHR students will generate ethical solutions to business problems related to diversity and sustainability.

Student Learning Outcome (SLO): **SLO #1b: MHR students will demonstrate effective written communication skills.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Assignment/exam/paper completed as part of regular coursework	• Used rubric or scoring guide • External organization/person analyzed data (e.g., external organization administered and scored the NCLEX)
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		
• Implemented closing the loop strategies to improve SLO achievement		

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
40	average score, comparison with the results of a similar measurement in AY 2018-2019	Yes, these results, in general, exceed our scores from the AY 2018-2019 assessment cycle.	The MHR department had a comprehensive discussion on these findings. Overall, the general scores were deemed appropriate for an upper-division course and indicated improvement in comparison to the 2018-2019 assessment cycle. However, the scores of potentially underserved groups raise some concerns, especially for the "Purpose for Writing" criterion. The following was proposed to close the loop: CPP Learning Resource Center and MHR 3010 Course Coordinator created a 3-page "Professional Business Writing Guide" that focuses on 4 essential tips on effective written communication in business. Using this guide, a short "Professional Business Writing Assignment" is developed and tested in few sections of MHR 3010 to confirm it improved student performance. MHR 3010 Course Coordinator has been tasked to share the results of this study with all faculty teaching MHR 3010 Principles of Management and ask them to include the new assignment in their curriculum.

Student Learning Outcome (SLO): **SLO #4: MHR students will generate ethical solutions to business problems related to diversity and sustainability.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Assignment/exam/paper completed as part of regular coursework	• Used rubric or scoring guide
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		
• Implemented closing the loop strategies to improve SLO achievement		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
40	Average scores	Yes. The results show that, on average, the sampled MHR students near graduation perform within or above the developing level in ethical and sustainable decision making. In general, these results demonstrate improvements in student performance for all criteria compared to previous cycle.	The MHR department had a comprehensive discussion on these findings. Overall, the general scores were deemed appropriate for an upper-division course and indicated improvement in comparison to the 2018-2019 assessment cycle. However, the scores of potentially underserved groups raise some concerns, especially for "Identifying Alternative Ethical and Sustainable Solutions" criterion. The following were proposed to close the loop: a. To improve performance in identified criteria: MHR Assessment Committee members have been tasked to share the results of this study with all faculty teaching MHR 4010: Business Ethics, Diversity, and Social Responsibility and ask them to provide "enhanced instructions to students regarding the requirements and the rubric" of the problem solving assignment. b. To close equity gap: Faculty will go over each of the required problem solving steps and emphasize the steps of collecting information and generating alternative options while solving complex ethics problems. This repeat coverage of problem solving steps will be done to ensure in-depth coverage that might be missed (due to school transfer or low performance during prior coverage of the topic).

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.
- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.
- Program/department faculty as whole
- Program/department assessment committee
- College assessment committee

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.
AY 2020-2021 was the first time we collected demographic data to identify potential equity gaps.

CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)
AY 2020-2021 was the first time we collected demographic data to assess student performance on each criterion based on whether or not students belong to one of the potentially underserved groups according to the GI 2025 metrics. These groups include underrepresented minorities (URM), Pell eligible, first-generation, and transfer students. Collecting demographic data allowed us to get a better understanding of the learning outcomes and identify potential equity gaps.

Does the program offer a certificate or credential (e.g., teaching credential)?
- No

The most current assessment plan and curriculum matrix we have on file for your program may be found <u>here</u>. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan
Yes
Curriculum Matrix
Yes