Annual Assessment Report 2022-2023

CBA Business Administration

Singelyn Graduate School of Business

College of Business

CONTACT
Name of Program Assessment Lead Sangho Lee
Name of Person Completing Report Sangho Lee

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.
- Course Syllabi
- Published in alternative place. Please specify: Canvas

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023.** 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?
- 3

How many SLOs did your program assess this past year in 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: Students will demonstrate oral communication skills by making effective presentations.
- SLO #2: Students will identify and analyze global factors, and apply the analysis to management situations.
- SLO #3: Students will identify ethical issues, consider stakeholders, analyze alternatives and consequences, and choose appropriate actions.

Student Learning Outcome (SLO): **Students will demonstrate oral communication skills by making effective presentations.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• 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	• Oral performance (e.g., presentation, defense, conference presentation, etc.)	• Used rubric or scoring guide

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
7	% Scoring 3 or higher (max = 5)	Yes	Students demonstrated room for improvements in the two traits evaluated only in Spring 2023: Body Language (3.79) and Eye Contact (3.43).

Student Learning Outcome (SLO): Students will identify and analyze global factors, and apply the analysis to management situations.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• 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

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
3	% Scoring 3 or higher (max = 5)	Yes	This assessment was conducted with different instructors and assignments. An issue rising subsequently is the comparability of score artifacts across evaluations. Students performed noticeably worse in a term paper assignment than in a short case study.

Student Learning Outcome (SLO): **Students will identify ethical issues, consider stakeholders, analyze alternatives and consequences, and choose appropriate actions.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• 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

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
4	% Scoring 3 or higher (max = 5)	Yes	In all evaluations (first and second), students earned the lowest score for Consider Stakeholders. This result suggests an improvement in students' awareness of various stakeholders surrounding a firm's business. Students often identified only a limited set of stakeholders in a situation.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.
- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)

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.
- College/divisional committee: Graduate Studies Committee (GSC)

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 2022-2023 so that others may learn from your experiences.
The assessment in 2022-2023 suggested multiple areas of improvement and revisions in the assessment plan. The Graduate Assessment Coordinator and the MBA office will continue working on closing the loop for the MBA assessment for the upcoming AACSB visit.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, CPP's GI2025 markers, CSU Dashboard, CPP's Student Success Dashboard on Tableau, course evaluations, etc.
N/A

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 here. 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