



## Annual Assessment Report 2022-2023

### BS Management & Human Resources

### Management & Human Resources

### College of Business

#### CONTACT

Name of Program Assessment Lead Denis Iurchenko

Name of Person Completing Report Denis Iurchenko

**DISCIPLINARY ACCREDITATION** Yes

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- Our disciplinary accrediting agency has recommended 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: <https://www.cpp.edu/cba/management-andhumanresources/curriculum/assessment.shtml>
- Course Syllabi
- Brochures or other printed material

#### 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?

- 2

**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: SLO #2: Business modeling/decision-making: MHR students will generate an effective business model for a lucrative business via research and critical thinking.
- SLO #2: SLO #3: Problem solving: MHR students will utilize their discipline-specific knowledge to generate effective solutions to realistic managerial problems using a global, stakeholder perspective.

**Student Learning Outcome (SLO): SLO #2: Business modeling/decision-making: MHR students will generate an effective business model for a lucrative business via research and critical thinking.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> <li>Interpreted and made meaning of findings for direct evidence</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>
<ul style="list-style-type: none"> <li>Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)</li> <li>Implemented closing the loop improvement strategies to improve SLO achievement</li> </ul>		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
32	Average score, comparison with the results of F2019	Yes, these results, in general, exceed our scores from F2019 assessment cycle.	<p>The MHR (Management and Human Resources) Department's faculty recently engaged in a comprehensive discussion regarding some pivotal findings. Upon a thorough evaluation, it was concluded that the overall scores for the introductory level course were generally considered adequate. However, the faculty acknowledged the need for continuous improvement and a focused approach to enhance student performance, particularly in the area that was identified as the weakest: "viability and attractiveness of the business model." With a steadfast commitment to raising the bar and ensuring that the Introduction to Entrepreneurship course equips students with a well-rounded understanding of entrepreneurial concepts, the department has decided to take proactive steps. It has been determined that a concentrated effort should be made to address the specific challenges students faced in the past year in comprehending and applying the principles of "Entrepreneurial Opportunity Sources and Identification." To bolster the learning experience and strengthen students' grasp of this critical aspect, the department has resolved to implement an extensive overhaul. Specifically, all sections of the Introduction to Entrepreneurship course will witness an expanded and in-depth coverage of "Entrepreneurial Opportunity Sources and Identification," building upon the insights gleaned from the results of the previous year's assessments. This enhancement will encompass a multifaceted approach, including updated course materials, a diversified range of teaching methodologies, and more frequent assessments to gauge students' understanding and progress. Furthermore, guest speakers, practical case studies, and real-world examples will be integrated into the curriculum to provide students with a holistic view of entrepreneurial opportunities and how to evaluate their viability and attractiveness. The ultimate goal is to equip students with the knowledge and skills necessary to not only identify entrepreneurial opportunities but also to critically assess them, recognizing the potential for success and sustainability in various business models. This proactive and targeted effort seeks to ensure that students are well-prepared to navigate the challenges and complexities of the entrepreneurial world and develop the essential competence to make informed decisions. In embracing these measures, the MHR Department aims to foster an educational environment that not only meets but exceeds the expectations of its students and instills a deeper appreciation for the intricacies of entrepreneurship. By addressing the weakest link in the chain,</p>

			the department endeavors to elevate the overall quality of education and produce graduates who are not only confident in their entrepreneurial ventures but also capable of making valuable contributions to the business landscape.
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**Student Learning Outcome (SLO): SLO #3: Problem solving: MHR students will utilize their discipline-specific knowledge to generate effective solutions to realistic managerial problems using a global, stakeholder perspective.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> <li>Interpreted and made meaning of findings for direct evidence</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>
<ul style="list-style-type: none"> <li>Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)</li> <li>Implemented closing the loop improvement strategies to improve SLO achievement</li> </ul>		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
40	Average scores	Yes, and these results exceed our findings from the previous cycle for all criteria except Recommendation of an Effective Solution/Strategy	The detailed results regarding potential equity gaps are presented in Table 3 and Figure 2. We find that, on average, the performance is similar or superior for URM (URM=2.98; non-URM=2.83) and transfer students (transfer = 2.94; non-transfer = 2.89), which are encouraging findings. However, first-generation (1st gen=2.8; non 1st gen=3) and Pell-eligible (eligible=2.78; noneligible=2.88) students demonstrated lower performance in comparison to the general student body. The largest gap for both first-generation Pell-eligible students was represented by the "Recommendation of an Effective Solution / Strategy" criterion (1st gen=2.5; non 1st gen=2.86; Pell-eligible=2.53; non-eligible=2.82).

## 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.)
- 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 2022-2023 so that others may learn from your experiences.**

In the academic year as per the AY 2022-2023 MHR Department Assessment Report, challenges and opportunities emerged for the department. Through an extensive assessment, valuable insights were gained into students' performance, particularly in problem-solving (SLO #3) and business modeling (SLO #2). Regarding problem-solving, students scored an average of 2.91, demonstrating notable improvements from the previous cycle. They excelled in identifying and evaluating alternative solutions, displaying a global perspective. However, there's room for growth in the underlying research aspect, suggesting the need to use a wider range of reliable sources. In business modeling, students averaged a score of 2.92, showing developing skills. They excelled in identifying viable target markets, showcasing critical thinking. Still, there's room to improve the viability and attractiveness of business models. Overall, the data revealed enhanced performance compared to the 2019 assessment, indicating the department's commitment to improving student learning. The department acknowledges the need to enrich the coverage of "Entrepreneurial Opportunity Sources and Identification" in the Introduction to Entrepreneurship course. They plan to integrate diverse teaching methods, real-world examples, and more assessments for a comprehensive understanding. In summary, the MHR Department is dedicated to continuous improvement, addressing weaknesses and capitalizing on strengths observed in the assessment. Their commitment to refining the curriculum and teaching methods will better prepare graduates for success in problem-solving and business modeling, advancing their capabilities in the business world.

**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.**

The MHR Department employs a comprehensive approach to assess student success, drawing from multiple data sources, including assessment findings, CPP's GI2025 markers, the CSU Dashboard, and course evaluations. In their Spring 2023 assessment report, the MHR Department concentrated on two critical SLOs: Problem Solving (SLO #3) and Business Modeling/Decision-Making (SLO #2). For Problem Solving (SLO #3), 40 artifacts from MHR 3010 underwent evaluation using a department rubric. Results yielded an average score of 2.91, signifying progress from the previous cycle. While students demonstrated strength in identifying and evaluating alternative solutions, there's room for growth in underlying research and knowledge. In the context of Business Modeling/Decision-Making (SLO #2), 32 artifacts from MHR 3410 were assessed using a

department rubric. On average, students scored 2.92, indicating developing skills. They excelled in identifying viable target markets but could enhance the viability and attractiveness of business models. The report also addresses potential equity gaps, noting that underrepresented minorities and transfer students performed similarly or better, while first-generation and Pell-eligible students exhibited slightly lower performance. To strengthen the weakest aspect in the Introduction to Entrepreneurship course (SLO #2), the department intends to broaden the coverage of "Entrepreneurial Opportunity Sources and Identification." This initiative involves updating course materials, incorporating diverse teaching methods, integrating real-world examples, and increasing assessments to bolster students' understanding of entrepreneurial opportunities. The MHR Department's approach reveals a dedication to continuous improvement and a comprehensive understanding of student success, encompassing both academic achievement and the rectification of 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 [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**