CBE AOL Closing the Loop Form

Program: MS Business Analytics Date: 10/15/20

Learning Goal: 1. Students who graduate will be effective users of technologies for decision-making.

Learning Objective: 1A. Students who graduate will develop advanced knowledge and skills in using business analytics technology and applications.

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Closing-the-Loop

1. Review Learning Objective (LO) assessment data in the current Assessment Report.

N = 20	Conceptual Knowledge	Business Application	Information System Usage	Big Data Application Development
Exceeds	30%	15%	25%	0%
Meets	70%	85%	55%	65%
Needs	0%	0%	20%	35%
Below	0%	0%	0%	0%

2. Review previous LO assessment data and improvement actions taken since then in the AOL Summary Report.

n = 15	Trait 1: Conceptual Knowledge	Trait 2: Business Application	Trait 3: Info System Usage	Trait 4: Big Data App
Exceeds Expectation (4)	0%	0%	47%	13%
Meets Expectation (3)	100%	100%		

3. Document below the effectiveness of past improvement actions in improving student learning or the AOL process -the- .

Learning Objective 1A was measured the first time in spring 2016 and the second time in spring 2019. The past improvement actions are effective.

Trait 1: in 2016, 100% students met expectation but no one exceeded expectation; in 2019, 70% students met and 30% students exceeded expectation.

Trait 2: in 2016, 100% students met expectation but no one exceeded expectation; in 2019, 85% students met and 15% students exceeded expectation.

Trait 3: in 2016, 47% and 47% students exceeded and met expectation, respectively, whereas 7% needed improvement. In 2019, 25% and 55% students exceeded and met expectation, respectively, whereas 20% needed improvement.

Trait 4: in 2016, 13% and 73% students exceeded and met expectation, respectively, whereas 13% needed improvement. In 2019, 0% and 65% students exceeded and met expectation, respectively, whereas 35% needed improvement.

It appears no improvement in Traits 3 and 4. We believe it is caused by the randomness (n = 20 in spring 2019 and n =15 in spring 2016; different activities used for assessment) and the significant adjustments both faculty member and students must make for Quarter-to-Semester conversion which took place in fall 2018. We also expect that the COVID-19 pandemic could have an impact on the next assessment results because all courses vats

4.

5. Record below a list of recommended course-level or programmatic actions to improve student learning or