Program: MSBA				
Measure/Benchmark	**2017/2018**	**2018/2019***	**2019/2020**	**2020/2021**
Learning Objective 1A: Students who graduate will develop advanced knowledge and skills in using business analytics technology and applications.				
BAN 632: Faculty chose individual student assignment to assess using the department developed rubric. Current Benchmark: 70% of students will meet expectations on overall rubric score.	Implementing improvement actions	**Assessment Results:** Spring 2019 - [n = 20]: 86% of students met benchmark **Closing the Loop:** -Learning Objective 1A was measured the first time in spring 2016 and the second time in spring 2019. The past improvement actions are effective. -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. **Improvement Actions:** -Revise PLO 1 assessment rubric and methods for better measurability, comparability and consistency. -Make BAN 601 required and more Python focused. -Spend more lecture hours and more assignments on programming languages and logics. -Make BAN 632 Python-driven. -Supplemental Instruction Model.	Closing the loop discussions	Refining AOL system
Learning Objective 2A: Students who graduate will build expertise in quantitative methods and tools for business analytics.				
BAN 693: Faculty chose individual student assignment to assess using the department developed rubric. Current Benchmark: 70% of students will meet expectations on overall rubric score.	Implementing improvement actions	**Assessment Results:** Spring 2019 - [n = 25]: 80% of students met benchmark **Closing the Loop:** -Starting Fall 2018, MSBA students are required to take an additional prerequisite class (BAN602-Quantitative Fundamentals for Analytics) that applies statistical and mathematical tools and technologies (R) to analyze quantitative business problems. -The program also started to more strictly enforce GMAT/GRE requirement, particularly the requirement on the quantitative section of the test. -We also introduced various quantitative-oriented electives such as time series analytics. Students who have taken these electives benefit from additional quantitative training. -The past actions have achieved the following improvements. In trait 1, the percentage of students meeting or exceeding the expectation improved from 50% in 2016 to 68% in 2019; in trait 2, the percentage improved from 44% to 60%; in trait 3, it improved from 70% to 100%; and in trait 4, it improved from 60% to 92%. **Improvement Actions:** -Have PLO 2 assessed in BAN 693 Capstone instead of BAN 630. -Revise PLO 2 assessment rubric and method for better measurability, comparability and consistency. -More strictly enforce BAN601 and BAN602 prerequisite. -Adopt supplemental instruction model.	Closing the loop discussions	Refining AOL system
Learning Objective 3A: Students who graduate will apply data analytics in making effective business decisions.				
BAN 693: Faculty chose individual student assignment to assess using the department developed rubric. Current Benchmark: 70% of students will meet expectations on overall rubric score.	Implementing improvement actions	**Assessment Results:** Spring 2019 - [n = 15]: 100% of students met benchmark **Closing the Loop:** -LO3 was assessed in spring 2019. Compared with the results from 2017, current assessment results indicated improvement across all three traits of the rubric. -We believe that the curriculum revision during the quarter-to-semester process in 2018 has made significant and positive impact. More courses have adopted more business-oriented, data-driven cases and/or projects. **Improvement Actions:** -Revise PLO 3 assessment rubric and method for better measurability, comparability and consistency. Develop a system to better measure students' ability to conceptualize and formalize business problems. -Introduce more business-oriented cases and projects throughout the entire MSBA curriculum.	Closing the loop discussions	Refining AOL system
Learning Objective 4A: Students who graduate will apply effective written communication skills in conveying project ideas, activities, and findings.				

BAN 693: Faculty chose individual student assignment to assess using the department developed rubric. Current Benchmark: 70% of students will meet expectations on overall rubric score.	Implementing improvement actions	**Assessment Results:** Spring 2019 - [n = 15]: 90% of students met benchmark **Closing the Loop:** -The past improvement actions are very effective. Compared with 2017, more students exceeded expectation and less students needed improvement across all four traits. -The CSU system has a University Writing Skill Requirement (UWSR) for all students, both undergrad and graduate. Historically however, many MSBA students wait until the end of their study to meet UWSR. The program has started to make UWSR a prerequisite for capstone project and enforce it more strictly. In addition, more courses place higher emphasis on writing. The assessment results reflect the impact and effectiveness of past improvement actions. **Improvement Actions:** -Incorporate University Writing Skill Requirement as prerequisite to BAN 693 CapstoneRevise. -Revise PLO 4 assessment rubric and method for better measurability, comparability and consistency. -Emphasis on writing. Needs to incorporate writing component in MSBA courses in a more systematic way. -Explore the possibility to use an existing or new MSBA course for meeting UWSR.	Closing the loop discussions	Refining AOL system
Footnotes: **Totals may not add up to 100 due to rounding.*				