

CBE AOL Closing the Loop Form

Program: BS Business Administration Date: August 28, 2020

Learning Goal: 1. Students who graduate will be knowledgeable and integrative in their approach to business management

Learning Objective: 1B. Students who graduate will apply critical thinking skills to solve business problems.

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Closing-the-Loop

1. Review Learning Objective (LO) assessment data in the current Assessment Report.
2. Review previous LO assessment data and improvement actions taken since then in the AOL Summary Report.
3. Document below the effectiveness of past improvement actions in improving student learning or the AOL process (this is what is known as “closing-the-loop”).

Comparing the corresponding quarters from academic years 2017 to 2018 in the on-ground BSBA program, we observe measurable improvements across the quarters. We similarly observe improvements for BSBA online program section comparisons, although we acknowledge the smaller sample size for online sections may provide less than optimum measurement data. Since the number of observations are changing across quarters and programs, we also created a weighted average score to get a better comparison between the years across the two programs. The weighted average score comparison in both programs also show a significant improvement. The on-ground program score increases from 47% to 63% and the online program score increases from 25% to 44%.

On-ground								
	2017				2018			
	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall
N	235	354	79	153	139	389	77	135
>60%	34.90%	52.50%	40.50%	54.90%	63.30%	65.80%	63.60%	51.90%
Weighted Average	46.75%				62.57%			

Online								
	2017				2018			
	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall
N	22	25	13	.	40	24	25	19
>60%	45.50%	8.00%	23.10%	.	35.00%	41.70%	52.00%	57.90%
Weighted Average	25.02%				44.45%			

Past improvements prior to this assessment include the removal of HR related questions due to their content not being taught in the core curriculum and the development of training videos for students. These improvement actions appear to have improved student learning after 2017 based on the general increase in percentage of students exceeding the 60% benchmark. Online sections improved as well, but their overall score need to be improved even more.

4. Document below your evaluation of current LO assessment data compared to the benchmark and the need for new improvement actions. Consider not just the overall average LO score but also score on individual traits shown in the Assessment Report and derived from the LO rubric.

Looking at the averages and the data provided, we are encouraged at our progress and improvement. We also acknowledge that there is room for continual improvement across more than one potential area of intervention focus. We also note that all LO1B areas have a potential concern of “moderate” (5-9% lower

than population averages), with no "high" areas of potential concern. We believe the findings suggest steps be recommended (see below) to remind faculty in all disciplines to identify opportunities to apply critical thinking skills in each of their areas of instruction.

On ground sections on average meeting the 60% benchmark but online sections are not. Improvement is needed in online sections.

5. Record below a list of recommended course-level or programmatic actions to improve student learning or the AOL process.
 - a. Sort the list from most recommended to least.
 - b. Given our mature AOL system, ideas should not be limited to just AOL system improvements.
 - c. For each improvement action proposal, list the project leader, timeline to completion, required resources, expected ease of implementation (hard, medium, easy), and expected impact on student learning (low, medium, high).
 - d. You may use ease of implementation and impact on student learning to rank improvements.
 - e. There is no guarantee that improvement ideas will be approved. They need to be reviewed by the program director, curriculum committee and dean.

1. We recommend all faculty across all CBE disciplines will be familiar with CAPSIM to reinforce the need to apply critical thinking skills to solve business problems. We expect ease of implementation to be easy, with medium level of expected impact on student learning.
2. We recommend introducing practical opportunities to apply critical thinking in CBE students' junior year, using a truncated version of CAPSIM as a required element in a CBE core course. We expect this will be a more difficult implementation with high impact.
3. We suggest that the measurement of critical thinking and commensurate performance as groups and teams is an important aspect of LO1B as well. We recommend identifying additional assessment and measurement of students' critical thinking in addition to the isolated questions posed to individual students from which this limited data derives. We expect this will be a difficult implementation, and expected impact on student learning will be high.
4. There are insufficient observations in the online program to make meaningful judgments/recommendations.
 - a. We recommend the Management department to require all online Capstone courses to implement CAPSIM. This will result in sufficient observations for our AOL assessments. We expect the ease of implementation to be easy, and the expected impact on student learning to be relatively low.

1. As part of recommendation 1, consider forming departmental faculty teams for an all-faculty game of capsim. Then faculty will be able to experience capsim first-hand in a friendly team-building environment.
2. Committee would like to refer idea #2 to program director to determine if this is feasible and which course would be a good option for implementation.
3. Committee would like to refer idea #3 to program director to discuss with capstone faculty and curriculum committee.
4. Confirm with department chair that capstone faculty in online BSBA program are required to use capsim.
5. Committee would like to ask program director to work with capstone faculty on how to improve learning for online students.