

### **CBE AOL Closing the Loop Form**

Program: BS Business Administration Date: August 28, 2020

Learning Goal: LG 2: Students who graduate will be effective data-driven decision makers.

Learning Objective: LO 2A: Students who graduate will understand and apply quantitative methods and tools in evaluating business problems and making effective business decisions.

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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").

Past improvement actions included coordinated tutoring with the library. As assessment results have not improved, it appears these actions did not help.

However, assessments were conducted in a different class which may have complicated this analysis. Students may be encouraged or made aware of tutoring services.

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.

Overall assessment scores across all modalities are below the benchmark. Individual trait scores all have greater than 10% below expectations. Since the courses were different, it may be helpful to assess 2 or more courses each time to obtain a more representative sample.

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.

Consider changing from Business calculus to finite math since students were having trouble with calculus in the assessment. Most classes do not use calculus.

Since the past assessed courses were different from the latest assessed courses, it may be helpful to assess 2 or more different courses each time to obtain a more representative sample. Expand the number of assessed sections (but ask each faculty member to access fewer students to spread out assessment burden) and include management course in addition to economics course.

Consider Supplemental Instruction (SI) in mathematics Intensive courses. The University provides resources to support SI activities.

Consider summer mathematics boot camp (free of charge). This suggestion needs resources and approval from the program director and the dean.

Consider integrating a few linked-in learning introductory videos on mathematics as part of the course. Instructors of each course can choose to add appropriate videos on mathematics as needed. Videos on mathematics are commonly available from publishers and other library sources.

1. Conversion to finite math is now happening and ECON 380 (course where assessment happens) is being modified to remove calculus.
2. Increasing sample size would help, but moving assessment to another course should be delayed until we get the next round of assessments to see the impact on learning of current change to finite math.
3. Program director should report on how ECON 380 tutoring proposal has progressed.
4. Program director should investigate the opportunity of a summer math boot-camp with the university (Linda Dobb or college of science).
5. Program director to work with faculty to see if they are willing to develop a set of videos that can be shared across faculty.