

CBE AOL Closing the Loop Form

Program: MBA Date: May 4, 2021

Learning Goal: LG 3: Students who graduate will be effective data-driven decision makers.

Learning Objective: LO 3A: Students who graduate will perform quantitative analyses and apply advanced technological tools to solve complex business problems.

Program Director: Glen Taylor

Faculty Members: Vish Hegde, Jiming Wu, Zinovy Radovitsky

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").

1. In the current assessment report, 100% of students in the MBA program meet or exceed expectations.
2. In 2019, there was a faculty review of the rubric used to this learning objective. The rubric is more reflective of the way in which quantitative analyses and advanced technologies are incorporated into the MBA program. Results from prior time periods are not comparable.
3. Recent efforts have been made to challenge students to have better insight into the sensitivity of results to situational changes. Projects and case studies are increasingly prominent in quantitative coursework.

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.

Problem formulation in less well-structured quantitative analyses continues to be a challenge. There is also still room for improvement in conducting sensitivity analysis. However, the largest single factor impacting student learning for quantitative analyses is the uneven prior preparation in the use of quantitative tools, such as excel. Some students arrive in class with excellent familiarity with tools such as excel. But since many do not yet have much experience with these tools, a certain portion of class time is inevitably spent on suboptimal remediation efforts.

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.

At the program level, increased student preparation before students begin the MBA program will help bring all incoming students up to a working knowledge of basic excel. This will avoid the need to spend class time on remediation.

Professor Radovitsky has supplied a list of appropriate self-paced public domain sources of educational support that will be provided by professor Taylor to all incoming students. This is intended to give guidance on sources of materials, without creating a requirement for a specific self-paced course as a mandatory requirement. In the faculty discussion of this improvement initiative, it was felt that students need to be given guidance without creating new academic pre-requisite requirements.

Suggestions for Excel Tutorials/Courses

YouTube

There is a number of free tutorials for various versions of Excel in youtube.com. I suggest applying a tutorial that covers the latest version of Excel: Excel 2019 and Excel 365. The latter one is available to CSUEB students for a free installation.

1. **Excel 2019 Beginner Tutorial**,
<https://www.youtube.com/watch?v=6JnEYGxxd8w&t=2265s>, for **PC users**, 1 hour and 53 minutes, by Faz Karim, Learnit Training. It is a tutorial for beginners only. The list of covered topics and their timeline are also available.
2. **Microsoft excel Tutorial: 3-Hour MS Excel 2019 Course for Beginners!**
<https://www.youtube.com/watch?v=ZNGqeCcTu0Q>, for **PC users**, 3 hours and 3 minutes, by Cindy McGuskin from SimonSezIt. It is a tutorial for beginners only; the list of covered topics and their timeline is available. May require subscription from www.simonsezit.com to do exercises inside the tutorial.
3. **Microsoft Excel Mac Tutorial: MS Excel Mac Training Course**
<https://www.youtube.com/watch?v=HZwK7UyRTkg>, for **Mac users**, 2 hours, by Deborah Ashby from SimonSezIt. It is a tutorial for beginners only; the list of covered topics and their timeline is available. May require subscription from www.simonsezit.com to do exercises inside the tutorial.
4. **Excel 2019 Tutorial for Office 365: A Comprehensive Tutorial for the Workplace or Students**,
<https://www.youtube.com/watch?v=c1sBpt4wBsE&t=6089s>, 2 hours and 27 minutes, by Sali Kaceli. It has a detailed tutorial for beginners as well as for intermediate users. One can find the list of topics covered and timeline for these topics.

Coursera

A student can enroll for free in the following Excel training course from Coursera: **Excel Basics for Data Analysis**, <https://www.coursera.org/learn/excel-basics-data-analysis-ibm>,

About this Course

“This course is designed to provide you with basic working knowledge for using Excel spreadsheets for Data Analysis. It covers some of the first steps for working with spreadsheets and their usage in the process of analyzing data. It includes plenty of videos, demos, and examples for you to learn, followed by step-by-step instructions for you to apply and practice on a live spreadsheet.”

Enrollment is free, but if a student would like to do graded assignments and earn a Certificate, she/he needs to purchase “the Certificate experience.”