

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

Program: MBA Date: May 4, 2021

Learning Goal: LG 4: Students who graduate will be able to integrate information from different functional areas of business when making managerial decisions.

Learning Objective: LO 4A: Students who graduate will be able to analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.

Program Director: Glen Taylor

Faculty Members: Gregory Theyel, Ekin Alakent, Yi Karnes, Izzet Darendeli

#### 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. This objective was not reviewed in the previous cycle.
2. In 2019, we introduced the 'Global DNA' simulation in the capstone as an experiment to see if this would improve student learning for 'Integration'.
3. We observed good results from our experimental use of the Global DNA simulation. It has an improved user interface and is easier for students to quickly understand how to use the simulation, with less class time consumed by getting students set up and running in teams and completing practice rounds.

Given the large

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.

1. Integration was not reviewed in the previous AoL cycle.
2. In 2020:
  - a. Overall, 100% of students meet or exceed expectations
  - b. Overall, 100% of students meet or exceed expectations
  - c. However, 32% of students did not meet expectations for Trait 3, 'Evaluation of Options and Decisions'.
3. Further improvement is needed in Trait 3, 'Evaluation of Options and Decisions'.

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. The assessment results indicate the value of the new simulation in the capstone course. The simulation creates a virtual industry environment in which all decisions pass through an algorithm which is designed to test for internal consistency and external effectiveness. This gets to the heart of integration issues.
2. All of the faculty who will teach the capstone will make some use of Global DNA as a component in future sections of the capstone course. This will require additional preparation.
3. It was agreed that Global DNA be limited to, at most, 50% of the full cycle of the simulation so as to avoid having the course become overly reliant on the simulation as a pedagogical tool.
4. Committing to the ongoing use of Global DNA does not have any additional resource requirements, except possibly additional prep time for any instructors who might be asked in the future to teach this course.
5. Global DNA can be implemented as an ongoing part of the capstone course with existing resources.