

CBE AOL Closing the Loop Form

Program: MS Business Analytics Date: 10/15/20

Learning Goal: 3. Students who graduate will be knowledgeable in business analytics and in integrating it with various business functions.

Learning Objective: 3A. Students who graduate will apply data analytics in making effective business decisions.

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Closing-the-Loop

1. Review Learning Objective (LO) assessment data in the current Assessment Report.

n = 15 (2019)	Conceptual Knowledge	Application Development Ability	Applying Data Analytics Skills
Exceeds	47%	27%	47%
Meets	53%	73%	53%
Needs	0%	0%	0%
Below	0%	0%	0%

2. Review previous LO assessment data and improvement actions taken since then in the AOL Summary Report.

n = 16 (2017)	Trait 1: Conceptual Knowledge	Trait 2: Application Development Ability	Trait 3: Applying Data Analytics Skills
Exceeds Expectation (4)	0%	13%	50%
Meets Expectation (3)	100%	81%	44%
Needs Improvement (2)	0%	6%	6%
Below Expectation (1)	0%	0%	0%

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").

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.

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.

The assessment results are favorable. Students indeed are eager to apply data analysis to actual business problems in various business functions. All 15 students in the sample met the expectations of LO3 in all traits. They are capable of making effective business decisions and recommendations based on the findings of their data analyses.

There is always room for improvement. Particularly, the depth of data analysis can go a long way in generating more useful and robust business insights. The program intends to introduce more challenging ways of assessing LO3.

The program will also revise the rubrics of LO3 assessment to improve measurability, comparability and consistency.

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. 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. The system tcan be used in multiple courses
 - a. project leader: Chongqi Wu with Rubric Revision Task Force
 - b. timeline to completion: by Dec. 2021
 - c. required resources: faculty time
 - d. ease of implementation = easy
 - e. impact on student learning = medium
2. Introduce more business-oriented cases and projects throughout the entire MSBA curriculum. Develop a list of MSBA courses that will require business-oriented cases/projects.
 - a. project leader: Chongqi Wu
 - b. timeline to completion: by Dec 2021
 - c. required resources: faculty time
 - d. ease of implementation = medium
 - e. impact on student learning = medium