

CBE AOL Closing the Loop Form

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

Learning Goal: 4. Students who graduate will be effective communicators of business analytics projects.

Learning Objective: 4A. Students who graduate will develop effective written communication skills in conveying project ideas, activities, and findings.

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Closing-the-Loop

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

| N = 15 (2019) | Meaning & Development | Organization | Language | Conventions |
|----------------------|----------------------------------|---------------------|-----------------|--------------------|
| Exceeds | 27% | 27% | 20% | 33% |
| Meets | 73% | 73% | 67% | 40% |
| Needs | 0% | 0% | 13% | 27% |
| Below | 0% | 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: Meaning & Development | Trait 2: Organization | Trait 3: Language | Trait 4: Conventions |
|-------------------------|---|------------------------------|--------------------------|-----------------------------|
| Exceeds Expectation (4) | 0% | 0% | 0% | 0.0% |
| Meets Expectation (3) | 100% | 100% | 81% | 87.5% |
| Needs Improvement (2) | 0% | 0% | 19% | 12.5% |
| Below Expectation (1) | 0% | 0% | 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”).

Learning Objective 4A was measured the first time in spring 2017 and the second time in spring 2019. The past improvement actions are very effective. Compared with 2017, more students exceeded expectation and less students needed improvement across all four traits.

The CSU system has a University Writing Skill Requirement (UWSR) for all students, both undergrad and graduate. Historically however, many MSBA students wait until the end of their study to meet UWSR. The program has started to make UWSR a prerequisite for capstone project and enforce it more strictly. In addition, more courses place higher emphasis on writing. The assessment results reflect the impact and effectiveness of past improvement actions.

Due to COVID-19, the university has suspended UWSR. It is possible to have negative effect on the next assessment.

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.

In all four traits, the assessment results have met the targets. Students are overall capable of communicating their findings effectively. There is always opportunity for further and continuous improvement.

The program has established a task force to revisit and revise the assessment rubrics and methods to ensure the assessment results are more comparable. In addition, more strict assessment methods can be adopted to further improve students' writing skills.

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. Incorporate University Writing Skill Requirement as prerequisite to BAN 693 Capstone
 - a. project leader: Chongqi Wu
 - b. timeline to completion: Nov 2020 (already completed)
 - c. required resources: faculty time
 - d. ease of implementation = easy
 - e. impact on student learning = medium
2. Revise PLO 4 assessment rubric and method for better measurability, comparability and consistency
 - a. project leader: Chongqi Wu and 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
3. Emphasis on writing. Needs to incorporate writing component in MSBA courses in a more systematic way. Common writing rubrics from the rubrics revision task force.
 - a. project leader: Chongqi Wu and 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
4. Explore the possibility to use an existing or new MSBA course for meeting UWSR. Potentially, make MGMT 603 an MSBA elective. Coordinate with CS.
 - a. project leader: TBD.
 - b. timeline to completion: Dec. 2021
 - c. required resources: faculty time
 - d. ease of implementation = medium/hard
 - e. impact on student learning = medium