ASSURANCE OF LEARNING

Assessment Report

Program: MSBA   **Term:** Spring 2019

LEARNING OBJECTIVE	**LO2A:** Students who graduate will build expertise in quantitative methods and tools for business analytics.
MAPPED COURSE	**BAN 630:** Optimization Methods for Analytics
CURRICULUM ALIGNMENT	Courses mapped as introducing LO 2A: BAN 612 Courses mapped as developing LO 2A: BAN 620 Courses mapped as mastering LO 2A: **BAN 630**
# OF PARTICIPATING FACULTY	1
METHODS & PROCEDURES	Faculty selected to use two specific problems to assess the first two traits in the assessment rubric for learning objective 2A. For traits 3 and 4 of the assessment rubric, faculty used a case study assignment.
ASSESSMENT TOOL	CBE Developed Rubric *(see end of report for rubric)*
PERFORMANCE TARGETS	70% of students will meet expectations. Less than 10% of students will score "1" (below) on any "trait" in the rubric.

Data Analysis Summary

There are two targets set for this learning objective, (1) 70% of students will meet or exceed expectations, and (2) less than 10% of students will score "1" (below expectation) on any "trait" in the rubric. Overall, 80% of students met expectations on the learning objective. A total of 25 students were assessed.

n = 25	Identify Key Decisions	Mathematical Models	Spreadsheet Models	Communicate Results
Meets Expectations	68%	60%	100%	92%
Does Not Meet Expectations	32%	40%	0%	8%
Total	100%	100%	100%	100%
Overall Score	**80%**			

**Assessment Scores by Individual Traits.**

Regarding the second performance target that less than 10% of students will score "1" (below expectation) on any "trait" in the rubric, scores show students met this performance target. Results show students did not meet this assessment target. More than 10% of students scored below expectations on Trait 1: Identify Key Decisions (24%) and Trait 2: Mathematical Models (24%).

Detailed Assessment Scores by Individual Traits

By Individual Traits	Identify Key Decisions	Mathematical Models	Spreadsheet Models	Communicate Results
Outstanding	16%	16%	16%	8%
Above	16%	12%	28%	24%
Meets	36%	32%	56%	60%
Below	8%	16%	0%	8%
Below	24%	24%	0%	0%

Traits of Quantitative Methods & Tools by Proficiency Level

n = 25
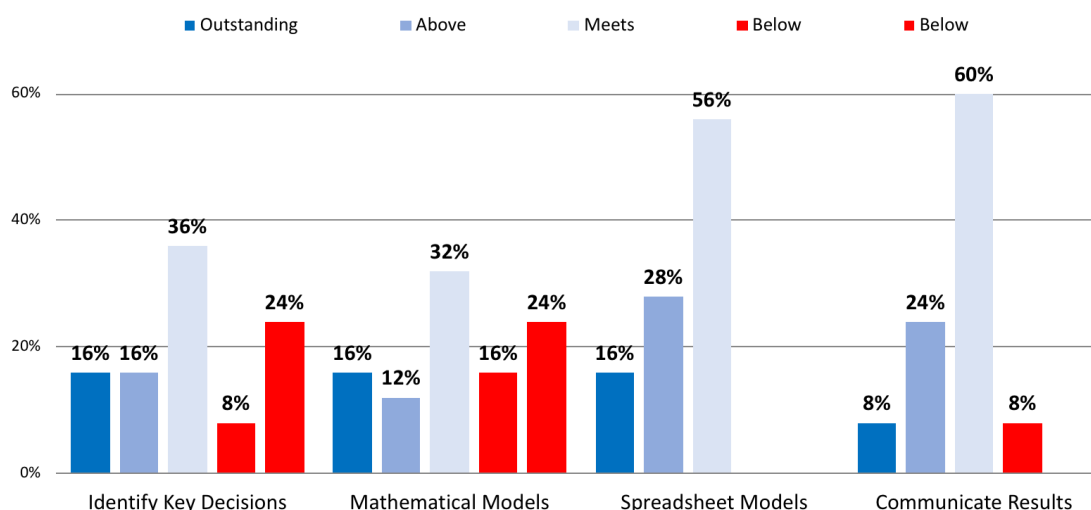
Percentages may not add to 100% due to rounding.

Assessor Feedback:

A much harder problem has been used to assess Traits 1 and 2 compared to the previous assessment. It resulted in lower average scores and higher variance. A key observation is, if a problem is well defined and well organized for the students, like the ones found in most textbooks, students actually performed rather well regarding Traits 1 and 2. When the problems

are not as clearly defined, students struggle more. Almost all students are very comfortable with building and solving Excel models.

Next Steps

- o Share report with faculty
- o Share report with administrators
- o Program Committee to call for review meeting
- o Conduct Closing the Loop meeting
- o Complete Closing the Loop Handout
- o Share Closing the Loop Handout with Curriculum Committee
- o Approval by Curriculum Committee
- o Share Closing the Loop Handout with Dean's Office'
- o Approval by Dean's Office
- o Share Closing the Loop Handout with Faculty
- o Publish results and findings
- o Publish meeting minutes
- o Implement Actions
- o Track Actions

Rubric

LO 2A: Quantitative Methods & Tools				
Trait	**Below Expectation (1 pt)**	**Needs Improvement (2 pts)**	**Meets Expectation (3 pts)**	**Exceeds Expectation (4 pts)**
Capability to identify key decisions in business problems.	Correctly identify less than 70% of all key decisions.	Correctly identify 70% of all key decisions.	Correctly identify 85% of all key decisions.	Correctly identify all the key decisions.
Capability to build a mathematical model for business problems.	Build a mathematical model that captures less than 60% of all considerations.	Build a mathematical model that captures 60% of all considerations.	Build a mathematical model that captures 80% of all considerations.	Build a perfect or near perfect mathematical model.
Capability to build spreadsheet model that matches its mathematical model and to use tools such as Solver to find solution(s).	Build a perfect spreadsheet model that matches its mathematical model with major errors.	Build a perfect spreadsheet model that matches its mathematical model without major errors.	Build a perfect spreadsheet model that matches its mathematical model with 1-2 minor errors.	Build a perfect spreadsheet model that matches its mathematical model.
Capability to interpret, analyze and communicate the results clearly.	Answer less than 60% what-if questions correctly and clearly.	Answer 60% what-if questions correctly and clearly.	Answer 80% what-if questions correctly and clearly.	Answer 90% or more what-if questions correctly and clearly.