Measure/Benchmark	2017/2018	2018/2019*	2019/2020	2020/2021
BAN 632: Faculty chose individual student assignment to assess using the department developed rubric. Current Benchmark: 70% of students will meet expectations on overall rubric score.	Implementing improvement actions	Assessment Results: Spring 2019 - [n = 20]: 86% of students met benchmark Closing the Loop: -Learning Objective 1A was measured the first time in spring 2016 and the second time in spring 2019. The past improvement actions are effective. -It appears no improvement in Traits 3 and 4. We believe it is caused by the randomness (n = 20 in spring 2019 and n =15 in spring 2016; different activities used for assessment) and the significant adjustments both faculty member and students must make for Quarter-to-Semester conversion which took place in fall 2018. Improvement Actions: -Revise PLO 1 assessment rubric and methods for better measurability, comparability and consistency. -Make BAN 601 required and more Python focused. -Spend more lecture hours and more assignments on programming languages and logics. -Make BAN 632 Python-driven. -Supplemental Instruction Model.	Closing the loop discussions	Refining AOL system
BAN 693: Faculty chose individual student assignment to assess using the department developed rubric. Current Benchmark:				
		Assessment Results: Spring 2019 - [n = 20]: 86% of students met benchmark Closing the Loop: -Learning Objective 1A was measured the first time in spring 2016 and the second time in spring 2019. The past improvement actions are effective.		

| BAN 693: Faculty chose individual student assignment to assess using the department developed rubric.

Current Benchmark:
70% of students will meet expectations on overall rubric score. | Implementing improvement actions | Assessment Results:
Spring 2019 - [n = 15]: 90% of students met benchmark
Closing the Loop:
-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.
Improvement Actions:
-Incorporate University Writing Skill Requirement as prerequisite to BAN 693 CapstoneRevise.
-Revise PLO 4 assessment rubric and method for better measurability, comparability and consistency.
-Emphasis on writing. Needs to incorporate writing component in MSBA courses in a more systematic way.
-Explore the possibility to use an existing or new MSBA course for meeting UWSR. | Closing the loop discussions | Refining AOL system |
| Footnotes: | | | | |