CBE AOL Closing the Loop Form

Program: BS Business Administration   Date: August 28, 2020

Learning Goal: LG 2: Students who graduate will be effective data-driven decision makers.

Learning Objective: LO2B: Students who graduate will apply technology to analyze data and provide solutions to business problems.

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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").

> Past improvement actions included a process for "norming" rubric to establish consistent assessment of assignments across multiple sections of a course (suggested in 2014). Assessment results of 2016 had met benchmark and stayed consistent. Therefore, in 2016 faculty did not suggest any closing-the-loop change.
> Past improvement action of "norming" the rubric is effective since current and past assessment results stayed consistent across different discipline areas like ITM and ACCT.

Above improvement actions were very long ago. More recently it was decided not to do improvements on this LO as assessment results for this LO were satisfactory and other program areas needed more help.

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.

> Assessment results of Fall 2018 and Spring 2019 met all the benchmarks except in "Application: Reporting & Analysis." 68% of the students exceeded or met expectations but the benchmark requires 70%. There is room for improvement especially considering the speed of technology changes.

The overall assessments met the benchmark for both on ground and online courses, but the on ground "Application: Reporting & Analysis" trait had an 8% not meeting expectations which passes the benchmark but provides the most opportunity for improvement in student learning for this LO.

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. b.

Consider requiring a prerequisite course that teaches technology skills such as Excel, Access, and other technology tools before students taking the MGMT 350 Decision Science course.   Suggest instructors of ITM and Decision Science courses discuss the need of a prerequisite course of MGMT 350. Instructors need to seek approval of a prerequisite course from the program director, curriculum committee and dean.
In addition to the technology that had been taught by different instructors, in Spring 2020, ACCT 340 Accounting Information System course introduced additional data analytics tools such as the IDEA software as part of the learning activities. IDEA Academic Partnership provides free IDEA software to students of ACCT 340.
In Fall 2020, the Accounting Department has launched a new course ACCT 341 Introduction to Data Analytics. ACCT 341 relates to LO2B.

1. Program director to work with faculty to see if this can be done and the videos could be shared across all teaching faculty.
2. Program director to investigate.
3. Program director to clarify this proposal. Should it be recorded as an implemented improvement action in the AOL summary table?
4. If this is an elective, it may not count toward improving student learning for all students. This should be recorded as an implemented improvement action in the AOL Summary table.