

BS in Business Administration: Student Learning Assessment

Program Learning Outcomes (PLOs): What We Expect Students to Be Able to Do at Graduation

1. Demonstrate an understanding of business knowledge
2. Apply critical thinking skills in the context of business management.
3. Exhibit professional knowledge and skills in professional writing and presentation
4. Demonstrate technical and quantitative knowledge and skills relevant to business and management
5. Apply business knowledge and skills in the context of the overall dynamics of organizations
6. Make ethical and socially responsible decisions in business context
7. Demonstrate multicultural competence to work effectively in international and multicultural teams

How we Measure Student Learning Directly at the End of the Program

Our Performance Goals for Student Learning from Direct Measures

1. Measure: 2021-2022

Summative, internal data derived from BUS 4990-Capstone course

Goal:

In summative assessment, a goal was set for 70% of students to receive a score of 3 or higher

Results:

PLO 1: 100% of students received a score of 3 or higher in PLO 1.

This is above the set goal of 70%

PLO 2: 100% of students received a score of 3 or higher in PLO 2.

This is above the set goal of 70%

PLO 3: 100% of students received a score of 3 or higher in PLO 3.

This is above the set goal of 70%

1. In summative assessment, a goal was set for 70% of students to receive a score of 3 or higher.

Summative, internal data derived from BUS 4990-Capstone course	Met	Met	Met	Met	Met	Met	Met	-
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Learning Assessment Results: *B.S. in Business Administration* Summary, Analysis of Results, and Next Steps

Analysis: The summative assessment scores for all PLOs improved in the past two years. In 2020-21 and 2021-22, the set goals for all PLOs were exceeded.

Next Steps:

No action needed. The program is in teach out mode.

Organizational Effectiveness Results: Key Program Performance Results: *B.S. in Business Administration*

1. Measure:

Student time to degree within stated time to degree

Goal:

1.3 years on average for 2013-14 cohort. However, some have taken 3-4 years

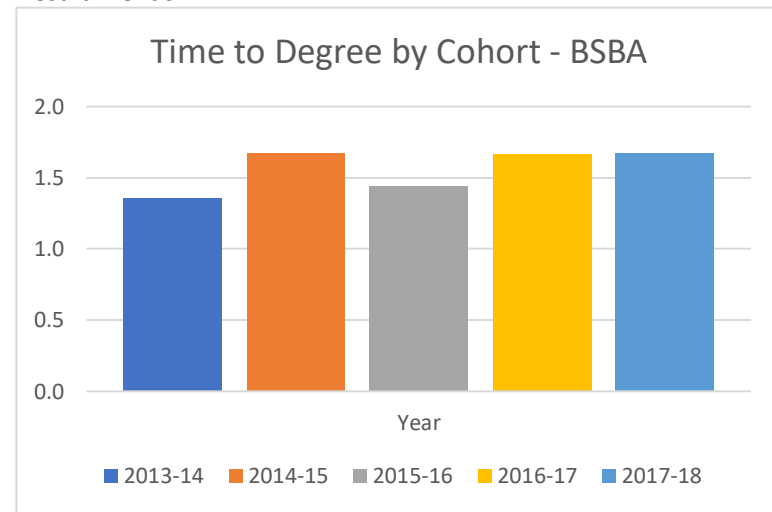
Results:

1.67 years for the 2017-18 cohort.
 In general, students are bachelor's completion students - either U.S. students who have attended community college or other higher education institutions, or international students with 1 or 2 years left to complete. Higher numbers of international students reduce time to degree as they are most likely to attend one year at Alliant and complete their degrees.

2. Measure:

Cohort graduation rates

1. Result Trends:



2. Result Trends:

Goal:

At or above 70%; increase that goal once met

Results:

67.9% for 2017-18 cohort.
 Due to small numbers, there is some variation in the years, but overall, the rate has remained steady.
 Program is either slightly above or below 70% in most years.

3. Measure:

Course evaluation data. Average of 22 questions for courses

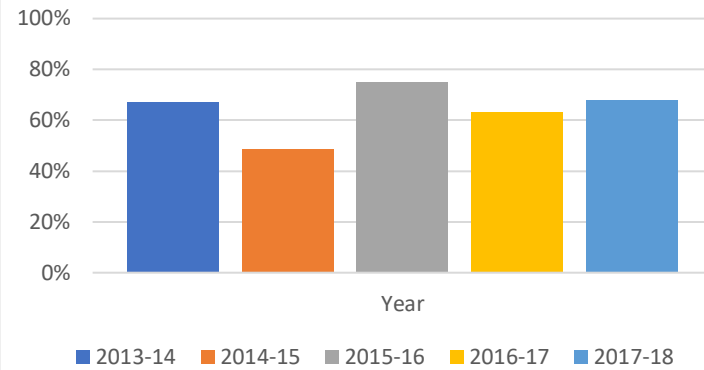
Goal:

Increase aggregated courses to 4.5 or above on a scale of 1-5

Results:

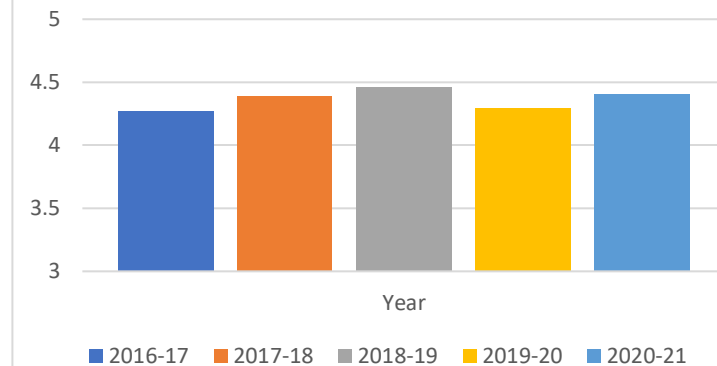
4.41 in 2020-21.
 Ratings are below target but indicate students are still generally satisfied with the courses.

Graduation Rates by Cohort - BSBA



3. Result Trends:

Course Evaluation Ratings - BSBA



Organizational Effectiveness Results: B.S. in Business Administration Summary, Analysis of Results, and Next Steps

Analysis:

The BSBA program achieved or is very close to achieving the set goals for Organizational Effectiveness, measured in terms of time to graduation, graduation rate, and course evaluation scores.

Next Steps:

No action is needed. The program is in teach-out mode.

Master of Business Administration: Student Learning Assessment

Program Learning Outcomes (PLOs): What We Expect Students to Be Able to Do at Graduation

1. Demonstrate an understanding of core knowledge in the general business and management fields.
2. Demonstrate competence in oral and written business communication.
3. Utilize technical tools and methods to collect, analyze, and evaluate data and information to make sound business decisions and develop appropriate strategies.
4. Apply critical and professional business skills to solve problems in the context of the business workplace.
5. Demonstrate a positive and non-judgmental attitude in interpersonal and professional interactions within diverse teams and multicultural environments.
6. Make ethical and socially responsible decisions in business scenarios.
7. Demonstrate an understanding of specialized knowledge in the area of student’s concentration of study

How we Measure Student Learning Directly at the End of the Program

Our Performance Goals for Student Learning from Direct Measures

1. Measure: 2021-2022

Summative, internal, comparative data derived from BUS6900 course

Goal:

A goal was set for 80% students to receive a score of 4 or higher

Results:

PLO 1: 97% of students received a score of 4 or higher in PLO 1. This is above the set goal of 80%. The set goal for PLO1 was met.

1. A goal was set for 80% students to receive a score of 4 or higher

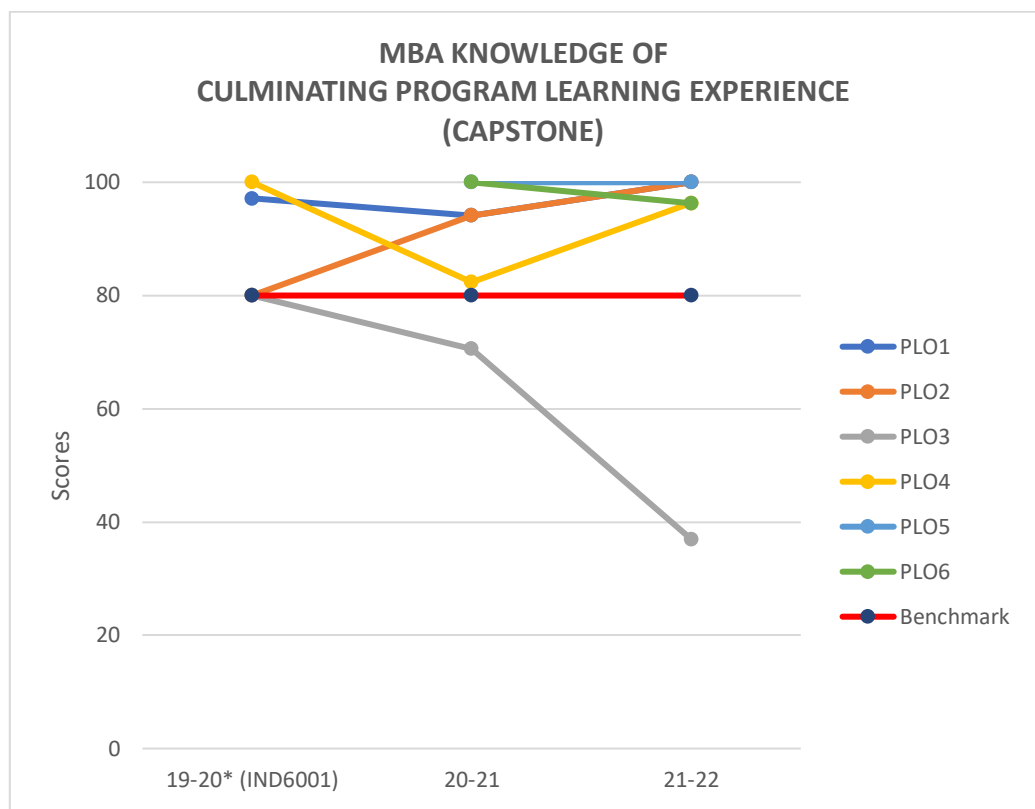
PLO 2: 91% of students received a score of 4 or higher in PLO 2. This is above the set goal of 80%. The set goal for PLO2 was met.

PLO 3: 62.5% of students received a score of 4 or higher in PLO 3. This is above the set goal of 80%. The set goal for PLO3 was not met.

PLO 4: 92.6% of students received a score of 4 or higher in PLO 4. This is above the set goal of 80%. The set goals for PLO4 was met.

PLO 5: 100% of students received a score of 4 or higher in PLO 5. This is above the set goal of 80%. The set goal for PLO5 was met.

PLO 6: 98% of students received a score of 4 or higher in PLO 6. This is above the set goal of 80%. The set goal for PLO6 was met.



Summary of Learning Goals Met: Master of Business Administration

Learning Assessment Measures for Most Recent Assessment (2021-2022)	Program Learning Outcomes							
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	--
Master of Business Administration Program Learning Outcomes	Performance Goal Was...	Performance Goal Was...	Performance Goal Was...	Performance Goal Was...	Performance Goal Was...	Performance Goal Was...	Performance Goal Was...	-
Summative, internal,	Met	Met	Not Met	Met	Met	Met	No Summative Assessment	-

comparative data derived from BUS6900 course.									
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Learning Assessment Results: *Master of Business Administration* Summary, Analysis of Results, and Next Steps

Analysis:

All summative, formative and comparative assessment each PLO met the set goal of 80% of students will achieve 4 or higher, except for PLO3. This PLO measures technical skills, data collection, analysis and evaluation skills of MBA students. This PLO was successfully met at the formative assessment phase. A closer look at the data disaggregated by concentration of students showed that students in the Hospitality concentration received 3s and 4s in PLO3, whereas MBA students in other concentrations received higher scores.

Next Steps:

We will monitor and strengthen technology/data use and application of MBA students who are in the Hospitality concentration to ensure they are able to retain their technology and data analysis skillsets between the formative and summative assessment periods. A review of the syllabus is on the way and more technology and data-related assignments, and exercises will be infused in Hospitality concentration courses for these group of students.

Organizational Effectiveness Results: Key Program Performance Results: *Master of Business Administration*

1. Measure:

Student time to degree within stated time to degree

Goal:

Average time to degree remains within published time

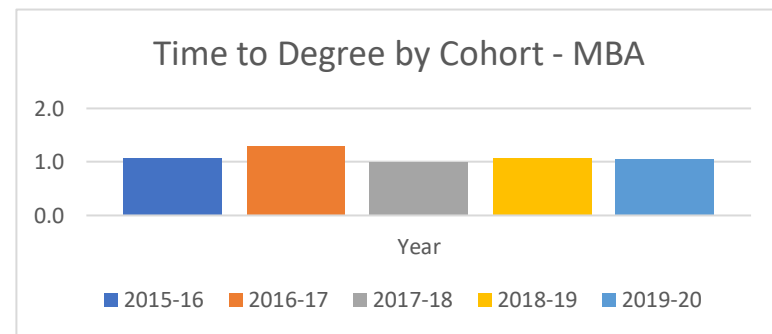
Results:

1.05 years for the 2019-20 cohort. Students generally complete within published length in part due to the fast-track option. It was anticipated that when the program moved to 8 weeks, the time to degree would decrease as more students took classes year-round. However, students continue to take terms off for personal or other reasons.

2. Measure:

Cohort graduation rates

1. Result Trends:



2. Result Trends:

Goal:

At or above 78%; increase that goal once met

Results:

91.9% for the 2019-20 cohort.
 Graduation rates have fluctuated in past years, but revisions in concentrations, the course sequence, and the student body profile has resulted in higher graduation rates in recent cohorts.

3. Measure:

Course evaluation data: Average of 22 questions for courses

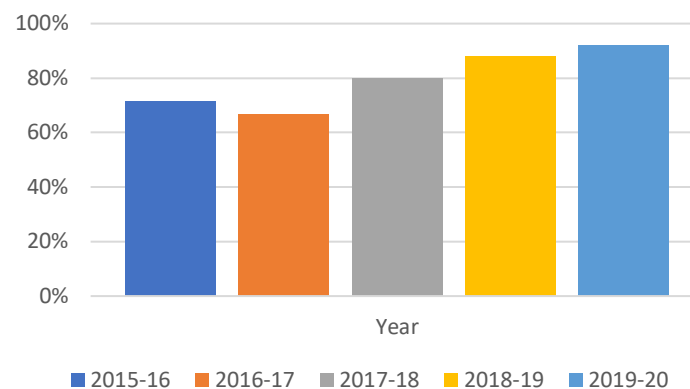
Goal:

increase aggregated courses to 4.5 or above on a scale of 1-5

Results:

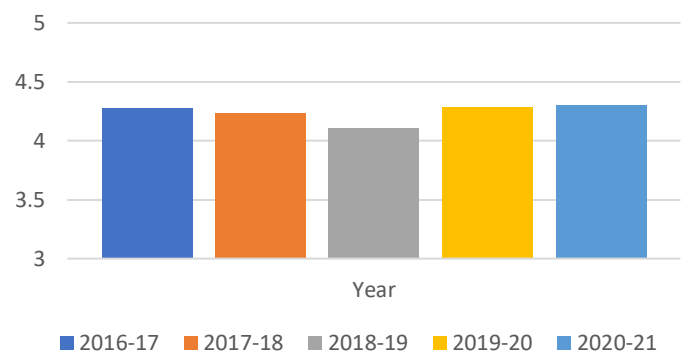
4.30 in 2020-21 (last full year of data).
 Generally positive results (above 4) but remains below standard.

Graduation Rates by Cohort - MBA



3. Result Trends:

Course Evaluation Ratings - MBA



Organizational Effectiveness Results: Master of Business Administration Summary, Analysis of Results, and Next Steps

Analysis:

The program achieved Organizational Effectiveness as measured by graduation rates and time to degree completion. MBA students' graduation rates have increasingly improved over the years and were at 92 % in 2021-21. The graduation rates have exceeded the set goal of 78%. Time to graduation rates also remained within the published time. Finally, course evaluation results were positive (4.30) yet remained slightly below the set goal of 4.5

Next Steps: A closer look at the course evaluation scores shows that instructor evaluation scores are quite high. Yet, questions regarding course materials are rated slightly lower than instructors or course content questions, which brings down the overall scores. We are reviewing course materials and are working to make some revisions in that area. These revisions we hope will help bring up the course evaluation overall scores.

M.S. in Data Analytics: Student Learning Assessment

Program Learning Outcomes (PLOs): What We Expect Students to Be Able to Do at Graduation

1. Demonstrate an understanding of techniques for maximizing the value of data in organizations
2. Apply critical thinking skills in the context of problem solving in the business workplace
3. Project a positive, pro-active and non-judgmental attitude towards diverse cultural and international identities in interpersonal and professional interactions
4. Demonstrate competence in communicating data solutions to organizational audiences
5. Apply knowledge and skills in data science in the context of the organization
6. Be able to make ethical and socially responsible decisions for data applications in business
7. Leverage teams in the applications of data analytics and information technology

How we Measure Student Learning Directly at the End of the Program

Our Performance Goals for Student Learning from Direct Measures

1. Measure: 2021-2022

Summative, internal, comparative data derived from IND6000 course. The name of the course containing the summative measure changed to IND60010 in the 2021-2022 AY.

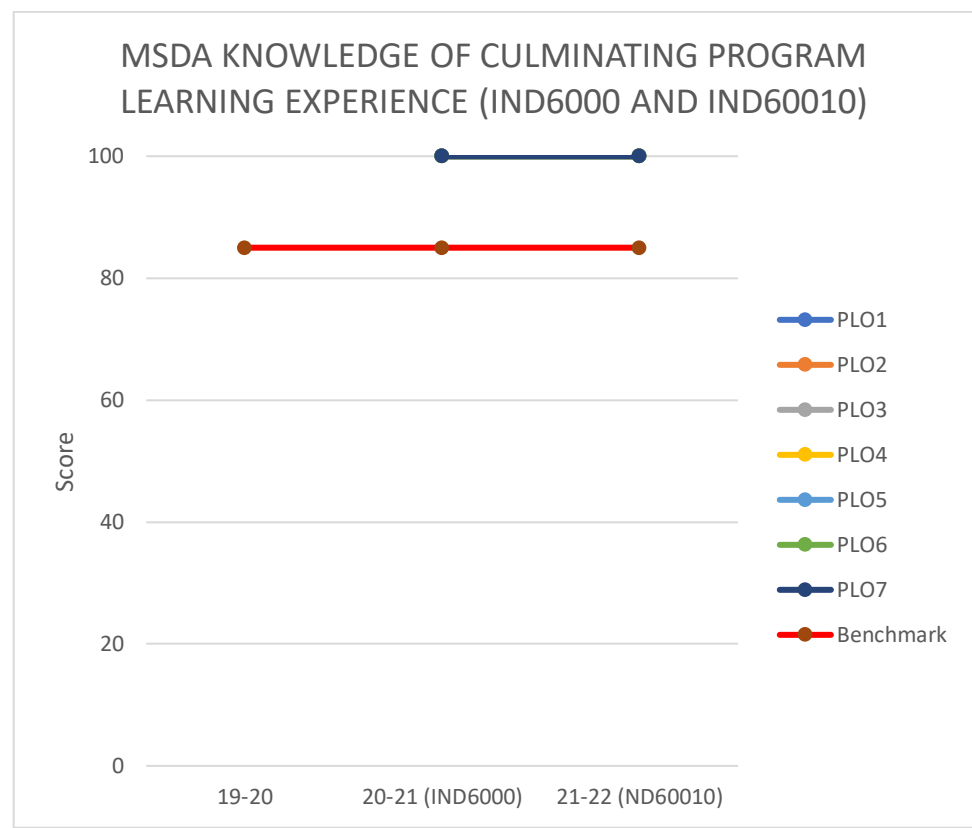
Goal:

A goal was set for 80% of students to receive a score of 4 or higher

Result:

100% of students received a score of "Good" (4) or higher on PLOs 1, 2, 3, 4, 5, 6, and 7. This is above the goal of 80%. The set goal was met.

1. A goal was set for 80% of students to receive a score of 4 or higher



Summary of Learning Goals Met:

Learning Assessment Measures (2021-2022)	Program Learning Outcomes							
<i>M.S. in Data Analytics</i> Program Learning Outcomes	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	--
	Performance Goal Was...	Performance Goal Was...	Performance Goal Was...	Performance Goal Was...	Performance Goal Was...	Performance Goal Was...	Performance Goal Was...	-
Summative, internal, comparative data	Met	Met	Met	Met	Met	Met	Met	-

derived from IND6000 course								
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Learning Assessment Results: *M.S. in Data Analytics* Summary, Analysis of Results, and Next Steps

Analysis:

All summative, formative and comparative assessment each PLO met the set goal of 80% of students will achieve 4 or higher

Next Steps:

We have phased out Moodle and replaced with Canvas. We've included Zoom to help the continuation of our courses for students during the COVID global pandemic. We've incorporated CPT for students throughout their programs to help them gain real world hands-on experience with data modeling, data management, visualizations, and recommendation tactics/strategie

Organizational Effectiveness Results: Key Program Performance Results: *M.S. in Data Analytics*

1. Measure:

Student time to degree within stated time to degree

Goal:

Average time to degree remains within published time

Results:

1.36 years for the 2019-20 cohort.
Students are completing in about one additional term beyond the published program length on average. This is due to students taking a term off or needing an extra term to complete their coursework.

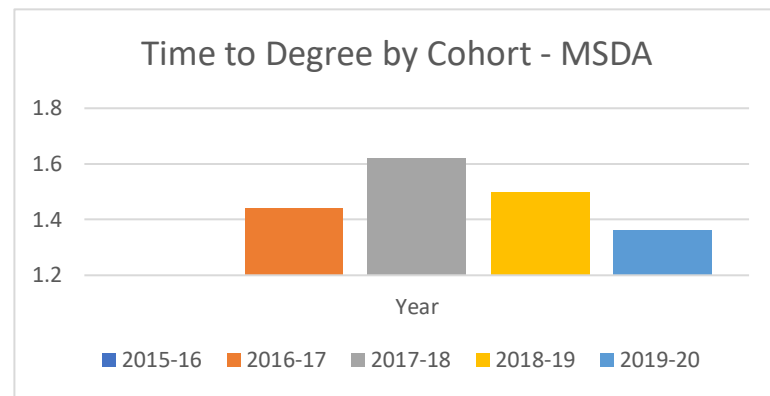
2. Measure:

Cohort graduation rates

Goal:

At or above 78%; increase that goal once met

1. Result Trends:



2. Result Trends:

Results:

84.6% for the 2019-20 cohort.
On average, the graduation goal is being met.

3. Measure:

Course evaluation data: Average of 22 questions for courses

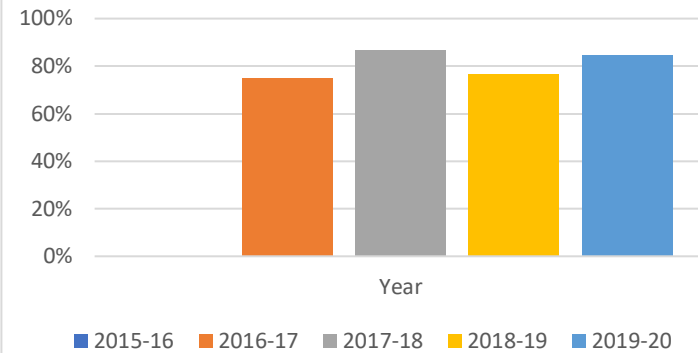
Goal:

increase aggregated courses to 4.5 or above on a scale of 1-5

Results:

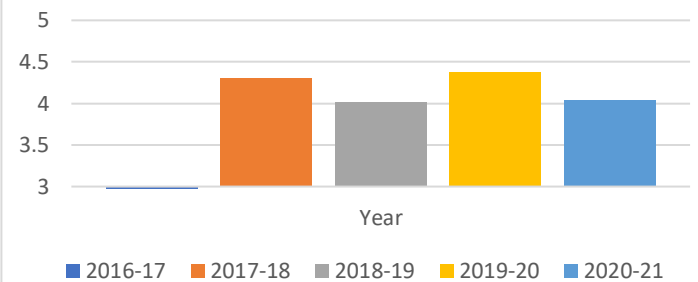
4.04 in 2020-21 (last full year of data).
New program: results are variable by year, although faculty are generally the same.

Graduation Rates by Cohort - MSDA



3. Result Trends:

Course Evaluation Ratings - MSDA



Organizational Effectiveness Results: M.S. in Data Analytics Summary, Analysis of Results, and Next Steps

Analysis:

Students are asked a series of survey questions every term to measure the effectiveness of the instructor, the course material and course alignment with the subject matter – from the initial kickoff of the program in 2016-2017 to present, course evaluation ratings have been above 4.0 threshold indicating significant alignment between selected MSDA instructors, subject matter expertise, and students’ approval of factors alignment. This is further reflected in our graduation results of 84.6% for 2019-2020 against our 78% goal.

Next Steps:

Continue to monitor

Doctor of Business Administration: Student Learning Assessment

Program Learning Outcomes (PLOs): What We Expect Students to Be Able to Do at Graduation

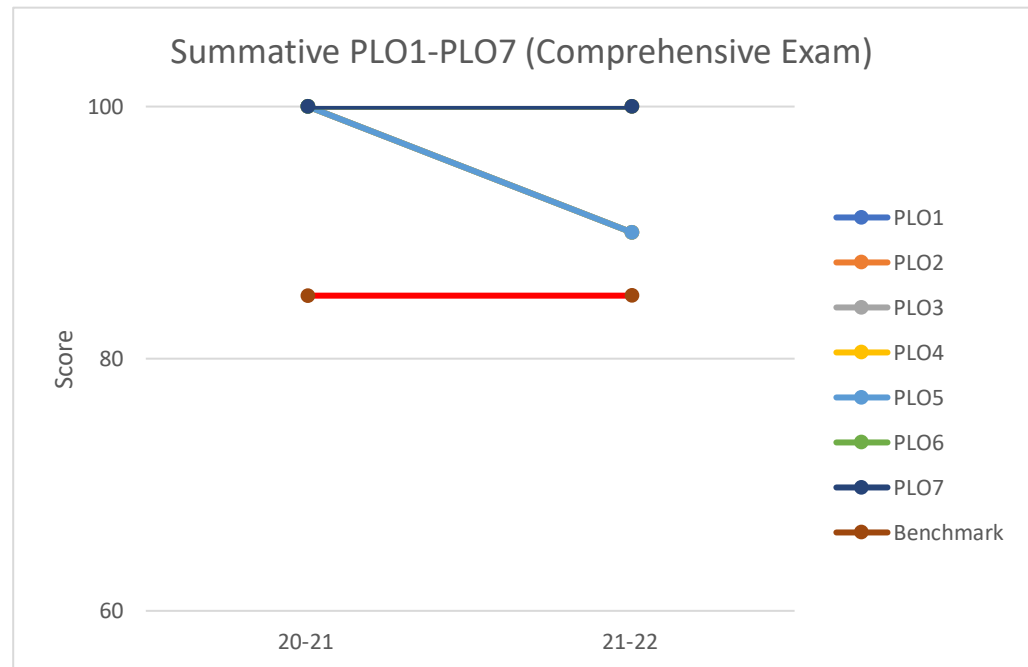
1. Analyze and research contemporary business problems using appropriate qualitative and quantitative methods, tools or techniques.
2. Develop research-based solutions in complex environments using discipline-specific theory in an area of specialization.
3. Conduct applied, scholarly research relevant to the discipline that contributes to sound decision-making in the business environment.
4. Demonstrate ethical and professional skills for leadership roles in academia, consulting or business organizations.
5. Demonstrate understanding of multicultural and international issues influencing success of solutions in organizations.
6. Contribute knowledge by utilizing data and interdisciplinary understanding to develop highly functioning, sustainable organizations.
7. Demonstrate competence in interpersonal communication in team.

How we Measure Student Learning Directly at the End of the Program

- 1. Measure:**
Summative, internal, comparative data derived from BUS9980A course with the comprehensive exam.
- Goal:**
A goal was set for 85% of students to receive a score of 4 or higher
- Result:**
100% of the students (including both on-ground and online) received a score of 4 or higher in assessment of all PLOs in AY20-21 and PLO2, PLO6, and PLO7 in AY21-22 with the comprehensive exam. 90% of the students received a score of 4 or higher for PLO1 and PLO3- PLO5.

Our Performance Goals for Student Learning from Direct Measures

1. A goal was set for 85% of students to receive a score of 4 or higher



2. Measure:

Summative, internal, comparative data derived from Dissertation: Proposal Defense

Goal:

A goal was set for 85% of students to receive a score of 4 or higher

Result:

100% of the students (including both on-ground and online) who did proposal defense received a score of 4 or higher in all PLOs in AY19-20 and AY20-21.

3. Measure:

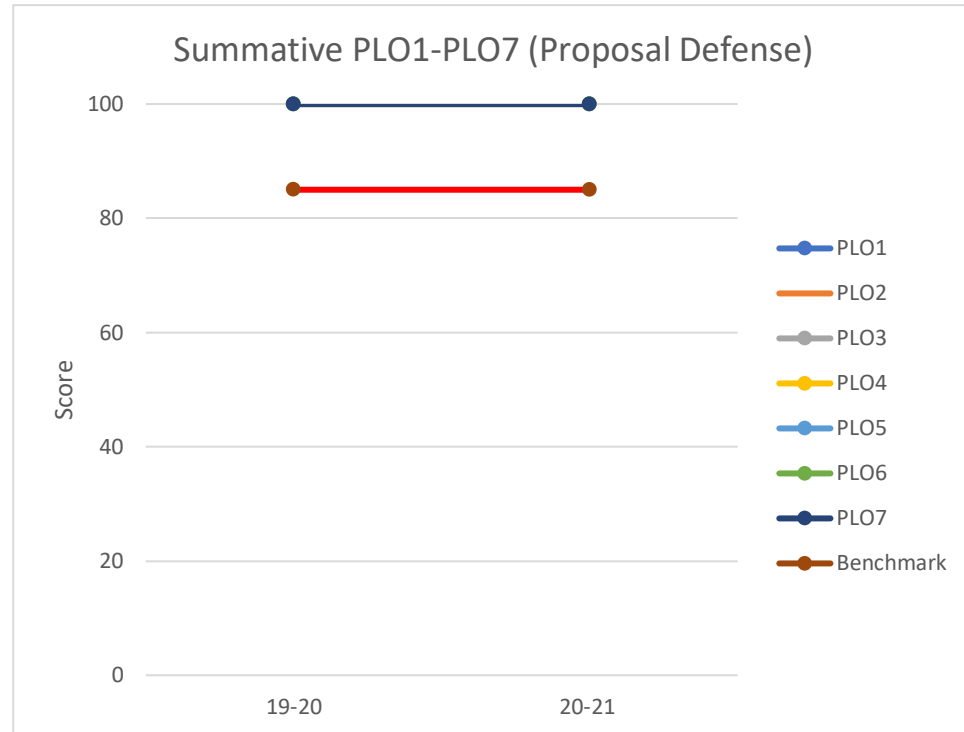
Summative, internal, comparative data derived from Dissertation: Final Defense

Goal:

A goal was set for 85% of students to receive a score of 4 or higher

Result:

2. A goal was set for 85% of students to receive a score of 4 or higher



3. A goal was set for 85% students to receive a score of 4 or higher

course with the comprehensive exam.								
Summative, internal, comparative data derived from Dissertation: Proposal Defense	Met	Met	Met	Met	Met	Met	Met	-
Summative, internal, comparative data derived from Dissertation: Final Defense	Met	Met	Met	Met	Met	Met	Met	-

Learning Assessment Results: Doctor of Business Administration Summary, Analysis of Results, and Next Steps

Analysis:

All Program Learning Outcomes (PLOs) met the goal of having at least 85% of students receiving a score of 4 or above in the summative assessment.

Next Steps:

The DBA (Doctor of Business Administration) program will continue monitoring how students are doing in the program and making data-driven decisions to improve the curriculum, student engagement, teaching effectiveness, and student satisfaction. We will also launch the Career Professional Development initiatives and expand the Faculty Research Circle.

Organizational Effectiveness Results: Key Program Performance Results: Doctor of Business Administration

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1. Measure:
 Student time to degree within stated time to degree

Goal:
 Average time to degree remains within published time

Results:
 4.2 years for the 2016-17 cohort.
 Time to degree has decreased from earlier cohorts but remains slightly above the published time of 4 years for those cohorts. Although this is not unusual for a doctoral program with a dissertation, CSML wants to ensure students can complete their degrees in reasonable time periods. The switch to 8-week terms is anticipated to reduce the time to degree for students entering the programs on that academic calendar.

2. Measure:
 Cohort graduation rates

Goal:
 At or above 78%; increase that goal once met

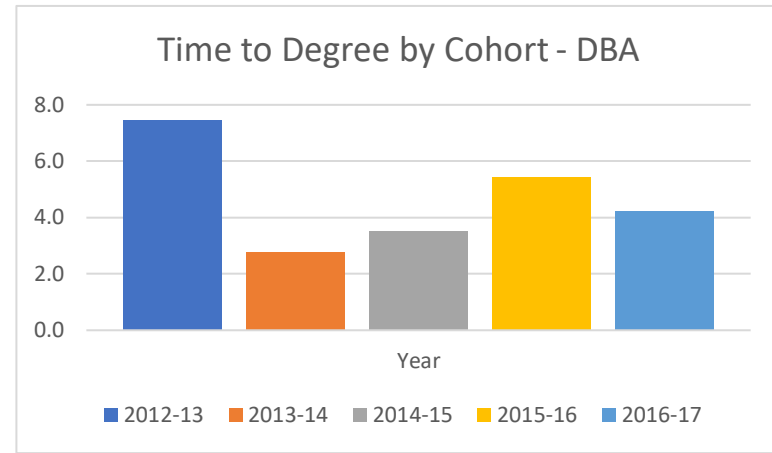
Results:
 57% for the 2016-17 cohort.
 This is below target.

3. Measure:
 Course evaluation data: Average of 22 questions for courses

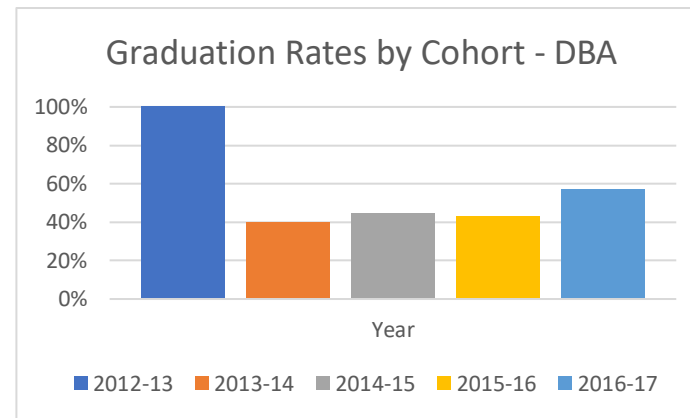
Goal:
 increase aggregated courses to 4.5 or above on a scale of 1-5

Results:

1. Result Trends:

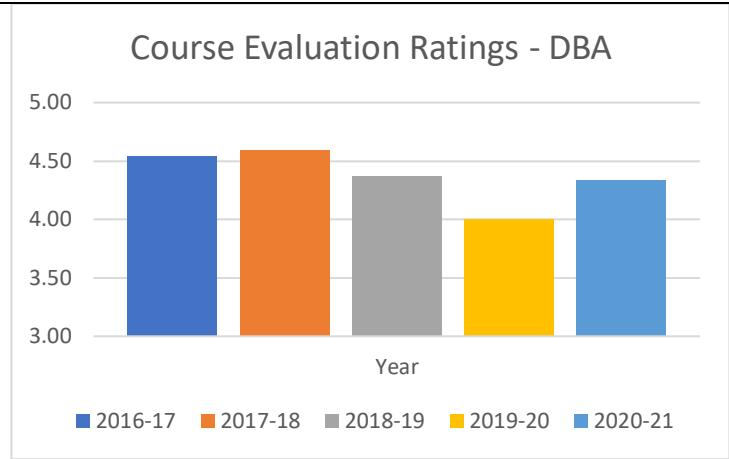


2. Result Trends:



3. Result Trends:

4.33 in 2020-21 (last full year of data).



Organizational Effectiveness Results: Doctor of Business Administration Summary, Analysis of Results, and Next Steps

Analysis:

Time-to-degree varies by cohort, students joined in AY13-14 and AY14-15 graduated with the published time. The 4.2 years for AY16-17 cohort is close to the 4-year published time but decreased from the previous year. With the comprehensive exam becoming a program requirement since Fall 2017, the average time-to-degree for the later cohorts may improve. The graduation rate for the DBA program is below target of 78%, it has been slightly increasing over the years from about 40% in AY13-14 to 57% in AY16-17. Course evolution for AY20-21 was 4.33, which is above “Good” rating, although slightly below the Goal of 4.5.

Next Steps:

The program will launch CSML Professional Development for students to strengthen their skills through practice. We will also expand research projects, student club activities, and other co-curricular events to improve student engagement and provide more support to students. The curriculum and course evolutions will be checked in each semester to find ways for further improvement.

PhD in Leadership: Student Learning Assessment

Program Learning Outcomes (PLOs): What We Expect Student to Be Able to Do at Graduation

1. Demonstrate knowledge of research design, and the selection of quantitative and qualitative methods appropriate for basic research as well as for applied research in leadership studies and related areas.
2. Demonstrate in their written and oral communication an understanding, critical evaluation and relevant application of leadership theory to create new knowledge.
3. Demonstrate an understanding, critical evaluation and relevant application of leadership theory to solve problems and initiate transformative solutions in a global organizational context.

4. Demonstrate high ethical standards in decision making in the practice of leadership addressing issues in complex organizational systems in a global environment.
5. Demonstrate a high cultural competence in interacting effectively with people of diverse cultural and international backgrounds.
6. Demonstrate greater self-awareness regarding their personal strengths and areas for development, and design and implement a plan to enhance their leadership competencies.
7. Demonstrate the ability to design and successfully implement a strategic leadership project in an organizational setting in diverse global contexts.

How we Measure Student Learning Directly at the End of the Program

Our Performance Goals for Student Learning from Direct Measures

1. Measure: 2020-21 (2021-22 not yet available)

Summative, internal, comparative data derived from Dissertation Proposal Defense

Goal:

A goal was set for 80% of students to receive an overall average score of 3 or higher

Results:

100% of students received a score of 3 or higher

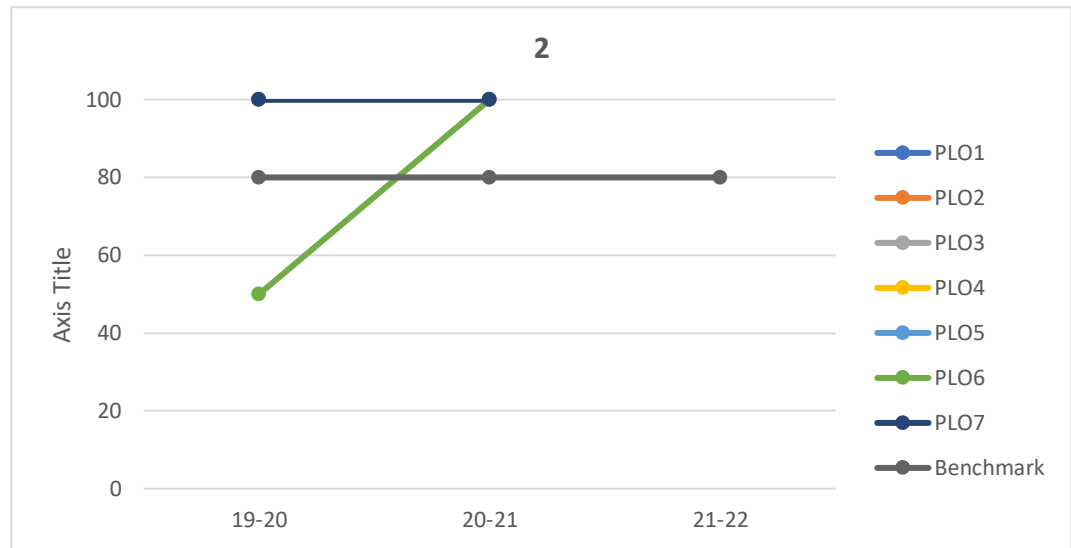
2. Measure:

Summative, internal, comparative data derived from Dissertation Final Defense

Goal:

A goal was set for 80% of students to receive an overall average score of 3 or higher

1. A goal was set for 80% of students to receive a score of 3 or higher



2. A goal was set for 80% of students to receive a score of 3 or higher

Dissertation Proposal Defense (2020-21)								
Summative, internal, comparative data derived from Dissertation Final Defense (2021-22)	Met	Met	Met	Met	Met	Met	Met	-

Learning Assessment Results: PhD in Leadership Summary, Analysis of Results, and Next Steps

Analysis:
 All Program Learning Outcomes (PLOs) met the goal of having at least 85% of students receiving a score of 4 or above in the summative assessment.

Next Steps:
 The LDR (PhD in Leadership) program will continue monitoring student progress in the program and make improvement decisions to the program and curriculum based on data and student feedback. In addition, the continued expansion of student engagement and development initiatives such as the CSML Professional Development (CPD) programs, will enhance the student experience and aid in continued positive scores in the future.

Organizational Effectiveness Results: Key Program Performance Results: PhD in Leadership

<p>1. Measure: Student time to degree within stated time to degree</p> <p>Goal: The average time to degree remains within published time</p>	<p>1. Result Trends:</p>
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Results:

3.71 years for the 2015-16 cohort.
 Time to degree has slightly decreased from earlier cohorts but remains within the published time of 4 years.
 CSML continues to support students in completing degrees in reasonable time periods.

2. Measure:

Cohort graduation rates

Goal:

At or above 78%; increase that goal once met

Results:

57.1% graduation rate for the 2015-16 cohort.
 This is below target but is improving.

3. Measure:

Course evaluation data: Average of 22 questions for courses

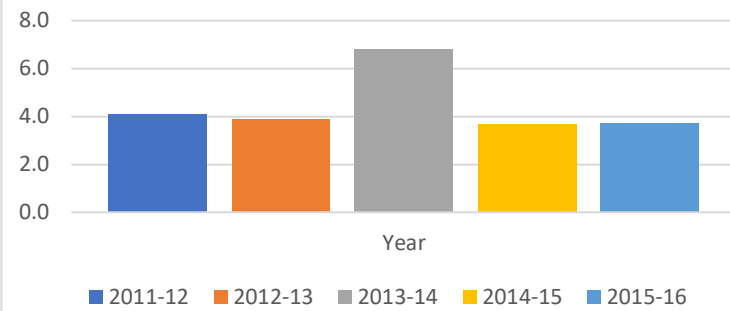
Goal:

increase aggregated courses to 4.5 or above on a scale of 1-5

Results:

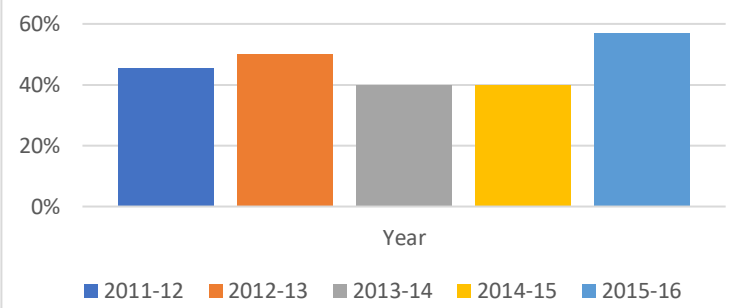
4.5 in 2016-17 (final full year of data)
 This AY is the last complete data AY and meets the goal of 4.5 or above.

Time to Degree by Cohort - PhD LDR

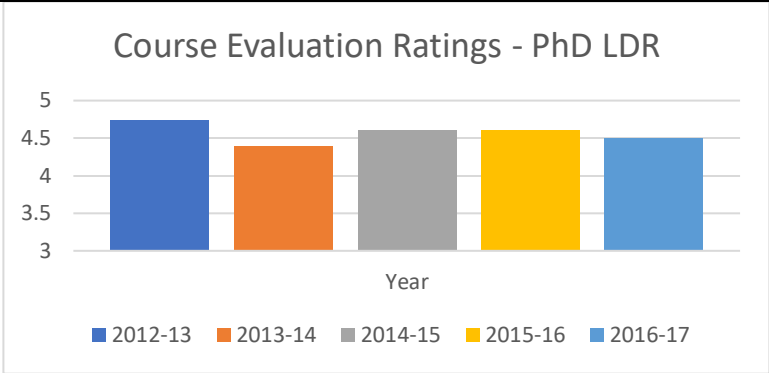


2. Result Trends:

Graduation Rates by Cohort - PhD LDR



3. Result Trends:



Organizational Effectiveness: PhD in Leadership Summary, Analysis of Results, and Next Steps

Analysis:

Time-to-degree has improved slightly from earlier cohorts with the exception of the 2013-14 AY. Time-to-degree remains within the published time of 4 years. The graduation rate for the LDR program is below target of 78%, but it has been increasing over the years from about 40% in AY12-13 to 57.1% in AY16-17. Course evolution for the last year of complete data (AY16-17) was 4.5, which meets the goal of 4.5.

Next Steps:

The LDR program will initiate many opportunities for students to engage in practical training which will also increase the level of competency in key development objectives. The Personal Job Fair will elevate the students understand of their fields and enhance self-awareness. In addition, LDR will begin ConsultEX EDU to prepare students who want to enter the Academic field in research or teaching. Many new resources will be provided to students through the CSML Professional Development (CPD) SharePoint site giving them direct access to tools and recourses that will improve their academic performance and enhance their professional development. CSML Professional Development for students will strengthen their skills through practice. We will also expand Consulting and research projects, student club activities, and other co-curricular events to improve student engagement and provide more support to students.