



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

All programs must submit an annual assessment report to their College Dean’s Office by **May 15** for posting on the college assessment website. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not this work is captured by the questions in this form. By **October 31**, the College Assessment Committee will provide the program with feedback on their report and will use the report as basis for an executive summary of all college assessment activity to be submitted to the College Dean and Office of the Provost. If you have any questions, comments or ideas about this form, please consult the **GUIDE** or email assessmentacademy@ualr.edu.

Academic Program	Graduate Certificate in Business Analytics
Data Collection Period	2017
Report Contact	Robert B Mitchell
Date Submitted to College Dean’s Office	4.1.2018

A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes No

Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

Your program’s student learning goals should tie to your mission. Please state your department’s or program’s mission.

The mission of the Graduate Certificate in Business Analytics is to develop skills for entering and/or progressing in the business analytics career field or to differentiate career readiness competencies through analytics skill development.

3. Student Learning Goals for Academic Program

List all student learning goals (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—identify any current goals that map to SKIM goals. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this report. For guidance in writing measurable student learning goals and for a list of SKIM goals, please see the GUIDE.

Students will

1. leverage analytics tools and technology for business decision-making at the tactical, operational, and strategic levels in an organization.
2. develop individual and group communication competencies needed in a multifaceted IT environment.

B. Reflecting on Last Year’s Improvement Plans and Communication

1. Continuous Improvement Initiatives Based on Results from Last Year's Report

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

2017 Actions Based on Recommended Curricular Changes:

1. Throughout program student projects are requiring that problem analysis/solution is focused on a particular audience. Requirements include a directed analysis with persuasive justification of recommendations (SLO 1.2).
2. Teaching etrics were intergrated into the program to standardize expectations for written and oral communication.

2. Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

2016 results were discussed at BIS Advisory Council meeting on September 27, 2017. Current and proposed curricular changes were veted with the group. In addition, faculty provided assessment results to students to provide understanding of program value and to encourage high performance on program assessment activities.

C. Current Year's Assessment Report

1. Student Learning Goal(s) Assessed for This Report

List which specific goals are assessed in this report, including any SKIM goals. If these map to the SKIM goals, please indicate which ones. Refer to the Guide or ualr.edu/assessment/skim/ or the GUIDE for a list of SKIM goals and a schedule of SKIM assessment.

- 1.2 Students will critically analyze the strategic use of business analytics solutions to their constituents.
- 2.2 Students will articulate orally an IT solution to a business problem/opportunity.

2. Assessment Methods and Results for Student Learning Goals Assessed This Year

Identify and briefly describe method or methods used for each learning goal assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

Student Learning Goal: 1.2 Students will critically analyze the strategic use of IT solutions to their constituents.

If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal

Methods	An evaluative rubric has been developed for the learning objective. A team of faculty evaluates student projects to determine if standards of performance have been achieved.
Data Repository	Department computer/files.
Target Achievement / Benchmark	75 percent or more of students scoring acceptable or exemplary
Results	<p>Goal of $\geq 75\%$ of students scoring acceptable or exemplary was met. Over 50 percent of students scored exemplary on each factor (Strategy, Solution, Audience)—improvement from previous years.</p> <p>i. The increased attention given throughout the program on focusing project solution assignments on an identifiable audience was reflected in the improved quality of these reports, through focus can still be improved.</p>

Student Learning Goal: 2.2 Students will articulate orally an IT solution to a business problem/opportunity.	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	An evaluative rubric has been developed for the learning objective. A team of faculty evaluates student presentations to determine if standards of performance have been achieved.
Data Repository	Department computer/files.
Target Achievement / Benchmark	75 percent or more of students scoring acceptable or exemplary
Results	<p>Goal of $\geq 75\%$ of students scoring acceptable or exemplary was met.</p> <p>Between 2015 and 2017, use of communication metrics were integrated into the curriculum with heavy emphasis in BINS 7308. With the increased emphasis on speaking skills, the reviewers used higher quality standards in the 2017 assessment cycle, especially for the factors of Delivery, Appearance/Actions, and Media. Even with the increasing expectations, scores in all criteria were comparable except for Delivery. Major improvement was observed relating to recommendations from the 2015 assessment cycle. This assessment cycle did indicate overall improvement in speaking skills.</p>

Student Learning Goal:	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	
Data Repository	

Target Achievement / Benchmark	
Results	

3. Action Plan Based on Assessment Results for This Year's Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

1.2: Leverage Information Technology

Recommendation

- i. Increased attention should be given to describing IT value—ROI, improved revenue, reduced cost.

2.2: Articulate IT Solution Orally

Recommendation

- i. Students should continue to review “Making Effective Presentations” to assure suggested components are clear.

Process: Evaluation rubrics should be reviewed in fall 2018 to assure they are designed as analytic rubrics, rather than holistic rubrics. The goal is to assure valid assessment data.

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

2017 results will be discussed at BIS Advisory Council meeting fall 2018. Current and proposed curricular changes will be vetted with the group. In addition, faculty will share results in classes to encourage high student engagement on projects and to illustrate relationship of program to career expectations.

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program's faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

Creating assessment plan	91-100%
Learning activity design	91-100%
Rubric design	91-100%
Rubric norming	91-100%
Evaluating learning activities	91-100%
Analyzing data	91-100%
Developing improvement plans	91-100%
Communication with stakeholders	91-100%
Other (please describe below)	Click to select Tier

Click or tap here to enter text.

6. Future Professional Development

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

none
