

Assurance of Student Learning Reflection 2024-2025	
<i>Gordon Ford College of Business</i>	<i>Analytics & Information Systems</i>
<i>Data Analytics 1753#</i>	
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Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Model and computationally analyze business-oriented data
Evaluation	The program learning outcome is still relevant. It includes measurable verbs following Bloom's Taxonomy. There are sufficient SLOs to measure regularly.
Measurement Instruments	The measuring instruments continue to measure the outcome. The use of AI will affect the assignments but will not cause a change in the measurement. The rubric should continue to work but will be examined.
Criteria & Targets	The criteria for success does not need to be changed.
Results & Conclusion	BDAN 513, Contemporary Business Analytics, received strong positive feedback from students. It builds upon the foundational concepts in BDAN 420. Students were introduced to a new AI module where students use ChatGPT to clarify difficult topics and self-assess through interactive quizzes.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Starting in the fall 2025, more hands-on applications leveraging LLMs and Agentic AI to simulate real-world problem-solving scenarios and deepen student understanding. The rubric for this SLO will be updated to reflect the use of AI.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Critically identify appropriate data structures to solve business problems
Evaluation	The program learning outcome is still relevant. It includes measurable verbs following Bloom's Taxonomy. There are sufficient SLOs to measure regularly.
Measurement Instruments	The measuring instruments continue to measure the outcome. The use of AI will affect the assignments but will not change the measurement. The rubric should continue to work but will be examined.
Criteria & Targets	The criteria for success does not need to be changed.
Results & Conclusion	<u>Results:</u> The results were as expected. <u>Conclusions:</u> A programming language was introduced into the course to emphasize data structures being used within a programming language. The language chosen was Python, which is currently the dominant language used with AI programming.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	More AI will be used to help identify appropriate data structures and assist in developing more advanced data queries. The rubric for this SLO will be updated to reflect the use of AI in the curriculum.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Understand how to present and communicate graphical information related to various data analytic models
Evaluation	The program learning outcome is still relevant. It includes measurable verbs following Bloom's Taxonomy. There are sufficient SLOs to measure regularly.
Measurement Instruments	The measuring instruments continue to measure the outcome. The use of AI will affect the assignments but will not change the measurement. The rubric should continue to work but will be examined.
Criteria & Targets	The criteria for success do not need to be changed.
Results & Conclusion	<u>Results:</u> Students continue doing a good job visualizaing the results of their data analysis. <u>Conclusions:</u> There needs to be some identification and procurement of 2 to 3 professionally produced videos describing visualizations in use for decision-making.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Additional integration of AI to assist with writing and generation/interpretation of visuals will take place in BDAN 519, Visualization and Decision Making. The rubric for this SLO will be updated to reflect the use of AI in the curriculum.

To add more outcomes, if needed, select the table above and copy & paste below.