



**Saint Louis University**  
**Program Assessment Plan for MS Applied Analytics**

**Program (Major, Minor, Core):** MS Applied Analytics Program

**Department:**

**College/School:** School for Professional Studies

**Person(s) Responsible for Implementing the Plan:** Srikanth Mudigonda, Ph.D.

**Date Submitted:** July 27, 2018

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect al students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data hared, and with whom?</i>
Employ research methodologies appropriate for the field of analytics	AA 5221, AA 5223, AA5223, AA 5300/5750/5800	Direct measures: <ul style="list-style-type: none"> <li>• Final project in AA 5221, 5222, 5223, 5300, 5750, 5800.</li> <li>• Masters Research Project: AA 5963</li> </ul> Indirect measures: <ul style="list-style-type: none"> <li>• Annual review</li> <li>• Exit survey</li> </ul>	Please see the response below this table.
Assess evidence to draw reasoned, ethical conclusions	AA 5221/5222/5223, ORLD 5050/5750	Direct measures: <ul style="list-style-type: none"> <li>• Final project in AA 5221, 5222, 5223; ORLD 5050/5700.</li> <li>• Masters Research Project: AA 5963</li> </ul> Indirect measures: <ul style="list-style-type: none"> <li>• Annual review</li> <li>• Exit survey</li> </ul>	
Implement analytics systems that facilitate context-appropriate decision making	AA 5000/5100/5200/5250/5300/5750/5800	Direct measures: <ul style="list-style-type: none"> <li>• Final project in AA 5000/5100/5200/5250/5300/5750/5800</li> <li>• Masters Research Project: AA 5963</li> </ul> Indirect measures:	

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Utilize effective discipline-specific argumentation skills	AA5000/5250 ORLD 5050/5700	Direct measures: <ul style="list-style-type: none"> <li>• Final project in AA 5000, 5250; ORLD 5050/5700.</li> <li>• Masters Research Project: AA 5961, 5962, 5963</li> </ul> Indirect measures: <ul style="list-style-type: none"> <li>• Annual review</li> <li>• Exit survey</li> </ul>	

**How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement?  
How/when is this data shared, and with whom?**

We intend to use the following set of procedures for assessing the curriculum and its implementation, and sharing it with appropriate stakeholders:

- An exit survey of soon-to-be-graduates will be used to determine students' perceptions of how well the program's learning objectives were met in each of the courses they have taken. A report is compiled with these data and is shared by the Graduate Program Director with the Associate Dean of Academic Affairs and the Dean of the School for Professional Studies.
- Each student's Master's Research Project's deliverables will be evaluated using appropriate rubrics, to determine the strength of evidence of achievement of the program's learning outcomes. This information is collated with the data from the exit survey that soon-to-be-graduates complete to obtain a more holistic view of the achievement of the program's learning outcomes. Any gaps that are identified will be used to revise the individual courses where these learning outcomes are addressed, so as to ensure that, in the next iteration of the offering of these courses, the outcomes are operationalized in a more effective manner.
- Students are required to complete an annual review during the spring semester of each year. A report comprising of the summary of the data from the annual review is compiled by the Graduate Program Director shared with the Associate Dean of Academic Affairs and the Dean. This report provides a periodic (annual) summary of the progress made by students in the program, and their perceptions of how well the program's learning objectives have been met in the coursework they have completed in the previous calendar year.
- Prior to the start of a course, it is evaluated by the Graduate Program Director, to ensure the course's website adheres to the content presentation guidelines. Additionally, the course's syllabi, calendar, activities, evaluative components and their associated rubrics, and other relevant documents are evaluated to ensure that they are consistent and directed towards the achievement of the course's learning objectives. These data are combined with the post-course assessment provided by the instructor of the course to determine

the extent to which the course's content and/or its mode of delivery need to be revised to ensure better fidelity with the course's learning outcomes. Any needed revisions are going to be made prior to the next time the course is offered.

1. **It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

The outcomes would be assessed on a continual basis, with one outcome each semester, such that over a span of four successive semesters, the four learning outcomes of the MS AA program would be assessed. As described in the process in the four bullet points in response to the previous question, the assessment will be carried out by the Graduate Program Director, in consultation with the instructors teaching in the program, and the assessment reports would be shared with our Associate Dean for Academic Affairs and our Dean regularly.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

NA

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

- a) **Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)**

The program assessment plan has been created by the Graduate Program Director, with inputs from the instructors teaching courses in the program (during 2017-18), with current graduates (through course evaluations and discussions with the Graduate Program Director each term during the academic year 2017-18) and recent graduates (as part of their exit interviews, at the end of their coursework – students graduate during fall, spring and summer terms of 2017-2018), with colleagues at other universities (as part of the academic program review during the academic year 2016-17).

- b) **How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.**

Students' feedback was sought at the end of each course, at the beginning of each calendar year, if they have taken coursework during the previous calendar year, and at the end of their Masters Research Project course. The information thus obtained was used to identify areas of improvement to the various courses that are part of the program, and in the redesign and implementation of the courses in their next iteration.

- c) **What external sources were consulted in the development of this assessment plan?**

None, directly. External program reviewers, indirectly, as part of the program review.

- d) **Assessment of the manageability of the plan in relation to departmental resources and personnel.**

The operationalization of each program-level learning outcome within individual courses was determined by the Graduate Program Director and the instructors of the courses. The assessment of the course-level learning outcomes is being done primarily by the instructors teaching them, under the advice of the Graduate Program Director. The Graduate Program Director is assessing how well the overall program-level learning outcomes have been met by collating and evaluating the individual course-level assessments.