

Student Outcomes Assessment and Success Report AY2020-21

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Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

| a. What learning outcomes did you assess this past year? If this is an under graduate program with two outcomes assessed 2.2 and 3.3. | b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur? | c. What were your expectations for student performance? Target (all outcomes) 90% Proficient | d. What were the actual data/results? | e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2. |
|--|---|--|---|--|
| 1. Outcome 2.2 Assess Management Effectiveness or Human Resources (students will assess management effectiveness of human resources in the workforce) | (1) Students will understand the management effectiveness of human resources in the workforce (2) BUS 371-Assignment Mid Term Exam | <u>Deficient:</u> Occurs when a student missed at least one of the four sample questions. <u>Proficient:</u> Requirements met when a student answered all Four of the sample questions correctly. | <u>Deficient:</u> 2/45 (4%) <u>Proficient:</u> 43/45 (96.%) Target Met | An In-depth lecture was made available to students during the Mid Term Review Process |
| 2. Outcome 3.3 Understand Cultural Diversity Context (domestic and international) of managing people in a work setting (Students will have an understanding of the cultural diversity context of managing people in a work setting). | (1) Students will have an understanding of the cultural diversity context of managing people in a work setting). (2) BUS 371-Assignment Final Exam | <u>Deficient:</u> Occurs when a student missed at least one of the four sample questions. <u>Proficient:</u> Requirements met when a student answered all Four of the sample questions correctly. | <u>Deficient:</u> 4/45 (8%) <u>Proficient:</u> 41/45 (92%) Target Met | An In-depth lecture was made available to students during the Final Review Process |

Part 1b: Review of Student Success Data & Activities

An Excel file (SCOB_Student_Success_Data_2020_2021) accompanies this report

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- 1) Cohort Sizes 2) Year-to-Year Retention 3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)

Management

Number of Majors Enrolled

| Student Level | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---------------|-----------|-----------|-----------|-----------|
| Undergraduate | 95 | 80 | 63 | 40 |

UG Degree Seekers Fall to Fall Return Rates

| Student Level | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Undergraduate | 69.07% | 78.75% | 64.37% | 85.19% | 76.67% | 87.10% |

5 Year Retention

| | Fall 2011 | Fall 2011 | Fall 2012 | Fall 2012 | Fall 2013 | Fall 2013 | Fall 2014 | Fall 2014 | Fall 2015 | Fall 2015 | Fall 2016 | Fall 2016 |
|-------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|
| | Cohort Total | Cohort Graduation % | Cohort Total | Cohort Graduation % | Cohort Total | Cohort Graduation % | Cohort Total | Cohort Graduation % | Cohort Total | Cohort Graduation % | Cohort Total | Cohort Graduation % |
| Management (7132) | 30 | 76.67% | 23 | 82.61% | 26 | 88.46% | 29 | 68.97% | 42 | 40.48% | 32 | 50.00% |

What worked well in supporting student success this year?

Student success is inextricably related to career readiness. MISBE focused on integrating career readiness into all classes in a variety of ways. We use department meetings as a vehicle to share and discuss career readiness efforts in classes with a view to disseminating best practices.

Another initiative linked to the career readiness was focused on holding special meetings with faculty teaching core courses at the 100/300/400 levels. The intent was to create seamless links among career readiness assignments in these classes to provide students a cumulative experience in certain areas, such as building their LinkedIn profiles integrating theory from the classes and building on the previous ones.

What are the most significant opportunities for improvement upon which to focus in the coming year?

New beginnings provide new opportunities. As we transition to the new Canvas LMS, we see tremendous opportunity for faculty to rethink pedagogy and to infuse new practices / technologies in our classes. We will provide faculty an opportunity to share best practices in Canvas as we learn and acclimatize to the new LMS.

We will be focusing on the pedagogy in distance classes as well as the 'substantive' interaction requirement in these classes which is open to interpretation but quite firmly defined by the Department of Education. This is a non-negotiable requirement of distance classes that could potentially hurt student financial aid / learning experience as well as the university, if it is found to be in violation of the 'substantive' interaction requirement in pure Web classes.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex:

- a. What specifically do students know and do well—and less well?
 - *Students did very well on Outcomes 2.2 and 3.3. We will continue to cover those topics thoroughly in the BUS 371 course and to study both Mid Term and Final Exam results to ensure sure that students leave the course with the information to apply in their employment roles as managers.*
- b. What evidence can you provide that learning is improving?
 - Relative to that cycle, performance on 2.2 and 3.3 have improved. Managerial and Analytical competencies have improved significantly. Performance on Technical has dropped, but only slightly.
- c. How might learning, success, and career readiness overlap?
 - Learning outcomes in the Management program are informed in part by communication with potential employers and current alums.
- d. What questions do your findings raise?
 - Program faculty are always interested in making the most current trends in industry regarding career readiness a part of the program. Assessment results are always used to promote industry awareness of what skills employers are looking for.

2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)

Noted in Part 1a, box e

3) what your assessment plan will focus on in the coming year

- a. In the upcoming (now current) assessment cycle, the following learning outcomes will be assessed.

The following outcomes will be the focus for 2021-2022:

1.2 Have an understanding of the vocabulary and concepts associated with the management of people in the workforce

2.3 Be able to assess the appropriateness of organizational structure in a business

3.2 Have an understanding of the legal context of the management of people in a work setting

4) how this information will be shared with other stakeholders

- a. Program assessment results are shared with faculty at program meetings and department meetings. Meeting minutes will reflect presentation of results, analysis, and proposed changes in response.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

| Program: Management B.S. | Overall Rating: Mature (2.69/3.00) |
|--|---|
| Strengths | Recommendations |
| <ul style="list-style-type: none"> • Learning outcomes are clear and measurable. Good information is provided to contextualize the specific knowledge and skills to be gained. • Measures are clear, and it is noted that specific exam questions aligned to the specific outcomes produce the data for analysis. • Expectations for performance are clear, and actual performance data is shared relative to these expectations. • Notes are provided about the pedagogical strategies used to support student learning, as well as reflection on how student performance has improved compared to past cycles. • Clear information is provided about how results are shared with faculty and used to discuss program changes to support ongoing learning and improvement. | <ul style="list-style-type: none"> • Since these outcomes are solely measured from one course using exam questions, consider adding an additional measure to provide more insight into student learning. Another data point from another point in the curriculum, from a more high-impact learning experience (experiential learning, project-based learning, internship, etc.), and/or an indirect measure such as internship evaluations or student reflections would help to provide more support for the findings. • Adding a brief note about how exam question answers were evaluated will help to clarify how the scores were determined (rubric, checklist, etc.) |

| Evaluation Criteria | 3 Exemplary | 2 Mature | 1 Developing | 0 Undeveloped |
|--|---|---|---|---|
| <p>Student Learning Outcomes</p> | <p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p> | <p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p> | <p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p> | <p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p> |
| <p>Performance Goals & Measures</p> | <p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p> | <p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p> | <p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p> | <p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p> |

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|---|--|--|--|---|
| <p>Analysis & Results</p> | <p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p> | <p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p> | <p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p> | <p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p> |
| <p>Sharing & Use of Results for Continuous Improvement</p> | <p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p> | <p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p> | <p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p> | <p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p> |
| <p>Overall Rating</p> | <p><input type="checkbox"/> Exemplary</p> | <p><input checked="" type="checkbox"/> Mature</p> | <p><input type="checkbox"/> Developing</p> | <p><input type="checkbox"/> Undeveloped</p> |