

**Student Outcomes Assessment and Success Report AY2020-21** *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

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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.**

<b>a. What learning outcomes did you assess this past year?</b>  If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	<b>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?</b>	<b>c. What were your expectations for student performance?</b>	<b>d. What were the actual data/results?</b>	<b>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.</b>
1. Apply problems solving methods	OSCM 310, case study 3 (simulation analysis and report)	Students should conduct thorough and appropriate analyses; students should communicate results in a clear and understandable manner	35 students enrolled; 3 (9%) not acceptable; 27 (77%) acceptable/meets; 5 (14%) superior/exceeds; Total 91% meet or exceed	Students whose work was not acceptable had trouble with some of the aspects of the simulation analysis, specifically generating multiple trials and summarizing trial results. More emphasis will be put on these concepts in class, and additional materials, including a video and examples, will be provided to students

*Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

**Helpful Hints for Completing this Table**

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

## Part 1b: Review of Student Success Data & Activities

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)

## Operations and Supply Chain Management

### Number of Majors Enrolled

Student Level	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Undergraduate	47	34	29	25

### UG Degree Seekers Fall to Fall Return Rates

Student Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Undergraduate	88.57%	90.00%	87.50%	95.83%	88.89%	93.33%

### 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 %
Operations & Supply Chain Mgt (7232)	13	92.31%	14	85.71%	12	91.67%	17	88.24%	7	71.43%	11	72.73%

What worked well in supporting student success this year?

The introduction of topics related to macros and summarizing results with step-by-step videos to analyze data properly.

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

The assessment of students to better perform and implement macros and summarizing results.

## 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: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**

Students do fairly well on the major concepts of the analyses and also on the communication of results. The idea of using macros to record multiple trials was unclear to some students, and they had trouble implementing the macros correctly. They also needed some review on histograms and other summary measures when it came to summarizing trial runs. Macros are likely to be used in the workforce in terms of career readiness, so this is important for them to master. Also, understanding histograms is a basic skill that we would want our students to have upon graduation.

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

I recorded a video describing the appropriate way to summarize the results of multiple trials. I will cover this material in class in person in the future and will emphasize the points students had issues with. I will post the video so they can refer back to it at any time.

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

The next time through the cycle, I will assess if students performed better on the implementation of macros and summarizing results.

- 4) how this information will be shared with other stakeholders**

Our program faculty will discuss results to understand both where our students are and where we want them to be.

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: Operations & Supply Chain Management B.S.	Overall Rating: Mature (2.00/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> <li>• Learning outcome is clear, and is generally measurable by the assignment used.</li> <li>• Problem-based learning activity produced data for analysis.</li> <li>• Expectations for student performance were described clearly in narrative terms.</li> <li>• Actual data is clearly provided by mastery level.</li> <li>• Clear discussion of the challenges students not meeting expectations faced, as well as ideas for how these will be supported for improvement in the future.</li> <li>• Clear information is provided about how results are shared.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider whether an additional measure from another point in the curriculum will give better insight into overall achievement of this outcome in the program or the use of a summative assessment measure to see if the changes made to support learning in this class result in higher mastery overall.</li> <li>• Consider adding a note of the percent or number of students who are expected to achieve the performance described in the expectations column, or consider providing more details on how performance is evaluated to know what is meant by "not acceptable," "acceptable/meets," and "superior/exceeds" (e.g. a rubric).</li> </ul>

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p><b>Student Learning Outcomes</b></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><b>Performance Goals &amp; Measures</b></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>

<p><b>Analysis &amp; Results</b></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><b>Sharing &amp; Use of Results for Continuous Improvement</b></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 is 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 is provided.</p>
<p><b>Overall Rating</b></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>