

Student Outcomes Assessment and Success Report AY2019-20

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.

Unit/Program Name: BS – Management

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Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data from Spring 2020 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.

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>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?</p>	<p>c. What were your expectations for student performance? Target (All Outcomes) – 90% Proficient</p>	<p>d. What were the actual data/results?</p>	<p>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.</p>
<p>(1.1): Understanding Vocabulary and Concepts- Organizing Function</p>	<p>(1) Students will understand the Vocabulary and Concepts associated with the organizing function of an organizational structure. (2) BUS 371-Assignment Mid Term Exam</p>	<p><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.</p>	<p>Proficient – 95% Deficient – 5% Target Met</p>	<p>The aspect of the Vocabulary/Concepts that Define Organizing Function will continue to be emphasized in the class. An In-depth lecture will be made available to students during the Mid Term Review Process either in class or on Blackboard depending if the class is an in person class or online class.</p>
<p>(2.1): Assess planning effectiveness in organizations</p>	<p>(1) Students will assess planning effectiveness in organizations (2) BUS 371– Written Assignment Planning and Goal Setting</p>	<p><u>Deficient:</u> Multiple elements of the narrative not present or incorrectly stated. <u>Developing:</u> Minor omissions on the narrative elements present on the written assignment <u>Proficient:</u> All elements represented in the narrative with no errors present</p>	<p>Proficient – 86% Developing – 13% Deficient – 1% Target Not Met</p>	<p>Assessing Planning Effectiveness in Organizations is a dominant skill taught in BUS 371. An additional Lecture will be added focusing on the topic of Assessing Planning Effectiveness in Organizations and this lecture will be delivered in conjunction with the details of the written assignment called Planning and Goal Setting.</p>

(3.1): Understand ethical issues in decision making as it applies to managing organizations	(1) Students will have an understanding of ethical issues and ethical decision making as it applies to managing organizations (2) BUS 371-Final Exam	<u>Deficient:</u> Occurs when a student missed at least one of the three questions. <u>Proficient:</u> Requirements met when a student answered all three of the sample questions correctly.	Proficient –92 % Deficient – 8% Target Met	The aspect of Understanding Ethical Issues in Decision Making as it Applies to Managing Organizations will continue to be emphasized in the class. An In-depth lecture will be made available to students during the Final Exam Review Process either in class or on Blackboard depending if the class is an in person class or online class.
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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.

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)
- This data provided in an accompanying document.*

What worked well in supporting student success this year?

Advising: Due to Covid, we did all our advising via zoom this year and made sure we followed up with students and faculty to be sure all students had been reached for advising. The Undergraduate Student Services also stepped up its efforts to contact students. This process resulted in us reviewing our advising process and we hope to make changes to the process based on what we learned.

Career Readiness: We continue to work on integrating career readiness /NACE skills into the curriculum. For instance, MGT 301 is specifically focused on incorporating career readiness skills into discussion posts as well as assignments. Other classes are also incorporating career readiness skills and we hope to make this practice more widespread and systematic.

Revising courses in the two Management Minors: We are revising all courses in our Management Minors, Entrepreneurship and Human Capital Management, to increase focus on competencies. This process has also involved greater and closer communication among faculty teaching in these two minors to increase fit and flow between the courses. This is expected to help student success since students will be able to develop specified competencies that are stated more succinctly and developed in targeted ways via course assignments and experiential learning.

Teaching online: We made a rather sudden transition to online teaching; however the MISBE faculty have taken this as a challenge and have adapted to the new environment with remarkable agility and speed. We now have a MISBE Department Blackboard site that serves as a repository for best practices in online teaching, discussion forums for sharing best practices, recent publications of interest, short videos on using zoom, etc.

We also have transitioned seamlessly to conducting our department meetings online via zoom. Disseminating best practices to ensure a quality online experience for students is critical for student success and we are doing a lot to keep moving in this direction.

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

Faculty training on advising- we recognized that faculty could benefit from more formal training in advising and are moving to ensure this via online workshops for faculty on advising. Since we believe that what gets measured matters to people, we are working on a system of evaluation of advising by advisees. This will offer insights into gaps in advising and allow us to address those gaps through systemic changes to practice.

Internship focus- we started working on placing some of our students in internships to experiment with a system for encouraging more students to make an internship a part of their college experience. However, when covid hit, several internships just vanished. This experiment has not moved as quickly as hoped due to a variety of reasons and I hope to move this process along when we return to more normal times.

Continuous improvement in online teaching- since online teaching, synchronous and asynchronous, has become the rule rather than the exception we as a department are moving vigorously to identify and share best practices in cycle of continuous improvement.

MISBE Advisory Board- Two years back, we formed an advisory board for the MISBE Department. We hope to gain more value from the Board by tapping into their market expertise to provide insights into our curricular emphasis and career readiness focus.

Part 1c: Summary of Career Readiness Activities – required for undergraduate programs; optional for graduate programs

If you submitted a report last year, you only need to resubmit if there are changes to your current career readiness competencies map.

If you have not previously done so, please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

This data is provided in an accompanying document.

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

Students did very well on Outcomes 1.1 (Vocabulary and Concepts–Organizing Function) and 3.1 (Understanding Ethical Issues in Decision Making as it applies to managing organizations). We will continue to cover those topics thoroughly in the BUS 100 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. On outcome 2.1(Assess Planning Effectiveness in Organizations) performance did not meet our goal of 90%; However, the result of 86% was close to the desired result. There appears to be a need to emphasis planning effectiveness in more detail throughout the course and specifically in conjunction with the delivery of the specifications on the Written Assignment entitled Planning and Goal Setting.

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

Highlighted in Part 1a box e

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

The following outcomes will be the focus for 2020-2021: Outcome 2.2 Assess Management Effectiveness or Human Resources (students will assess management effectiveness of human resources in the workforce) and 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).

4) how this information will be shared with other stakeholders

Assessment data collected in the 2019-20 academic year and reported above are kept on a department Blackboard site, which is available to all department faculty as soon as it is collected. Additionally, data will be presented and discussed at a department meeting with opportunities for discussion among program faculty during the semester that the data is reported. Notes will be made in meeting minutes to reflect this.

Thank you so much for sharing your assessment process and findings for AY 2019-20 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: BS Management	Overall Rating: Mature (2.63/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear, specific, and measurable. • Measures to determine student learning are clearly described and appropriate (see recommendations on exams). • Expected student performance holds students to a high standard, and performance levels are described in details in regards to what constitutes proficiency. • Actual student performance data is clearly reported and disaggregated by performance level, making it easy for faculty to see the range of student performances. • Great information is provided about what faculty will do to support ongoing strong student performance as well as address performance that did not meet expectations. • Clear information is provided about how assessment is shared and discussed among faculty. 	<ul style="list-style-type: none"> • Consider adding more information about how exam answer are evaluated (e.g., rubric, checklist, key, etc). This will help give more insight into how it is determined whether students missed questions, as well as ensure precise alignment between outcomes and data. For instance, unless the entire BUS 371 final exam is about ethics, only the scores on individual questions about ethics should be reflected in the data. Adding a note about the way these were evaluated would be helpful. For outcome 2.1, the levels described indicate how these were evaluated.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	<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, and rationale is provided for why it was selected for assessment.</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 (program) learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
Performance Goals & Measures	<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>

Analysis & Results	<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>
Sharing & Use of Results for Continuous Improvement	<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>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Please see reviewer notes for more details.