

## Student Outcomes Assessment and Success Report AY2017-18

Unit/Program Name: \_\_\_\_\_ Management \_\_\_\_\_ Contact Name(s) and Email(s) Aruna Chandra [aruna.chandrakaran@indstate.edu](mailto:aruna.chandrakaran@indstate.edu)

### Part 1a: Summary of Assessment Activities

a. What learning outcomes did you assess this past year?  If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome</a> each outcome aligns with.	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?	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?															
2.2 Evaluate Management Effectiveness of HR Function	1) 'Connections' notebook assignment. Self-assessment of HR competencies using validated scale w/reflection and connection to chapter material. 2) BUS 371 – 3 sections	Rubric: Exceeds expectations - demonstrated ability to connect assessment with HR principles clearly Meets expectations – demonstrates understanding of assessment dimensions Does not meet – lacks ability to understand assessment dimensions or chapter material Target 80% Meet or Exceed	<table border="1" data-bbox="1192 597 1577 816"> <tr> <td>Does Not Meet</td> <td>14</td> <td>19%</td> </tr> <tr> <td>Meets</td> <td>16</td> <td>22%</td> </tr> <tr> <td>Exceeds</td> <td>43</td> <td>59%</td> </tr> <tr> <td>Total Data Points</td> <td>73</td> <td>100%</td> </tr> </table> <p><b>81% Met or Exceeded Target</b></p>	Does Not Meet	14	19%	Meets	16	22%	Exceeds	43	59%	Total Data Points	73	100%	e). Core curriculum is being re-assessed in light of program competencies. Every core course, starting with BUS 100 , will be reviewed for new opportunities to reinforce. Changes and enhancements to be reported in FAC			
Does Not Meet	14	19%																	
Meets	16	22%																	
Exceeds	43	59%																	
Total Data Points	73	100%																	
3.3 Understand Cultural Diversity (global) of Managing People in Work Settings	1) Reflection assignment – Hofstede's Global Dimensions 2) BUS 371 – 3 sections	Rubric: Exceeds Expectations – demonstrated understanding of all dimensions Meets Expectations. – Demonstrated understanding of 70% or more of Hofstede's dimensions Does Not Meet – Less than 70% of dimensions	<table border="1" data-bbox="1192 1096 1656 1292"> <tr> <td>Usable Data Points</td> <td>53</td> <td></td> </tr> <tr> <td>Does Not Meet Exp</td> <td>11</td> <td>18%</td> </tr> <tr> <td>Meets Expectations</td> <td>42</td> <td>69%</td> </tr> <tr> <td>Exceeds Expectations</td> <td>8</td> <td>13%</td> </tr> <tr> <td colspan="3"><b>85% Meet or Exceed</b></td> </tr> </table>	Usable Data Points	53		Does Not Meet Exp	11	18%	Meets Expectations	42	69%	Exceeds Expectations	8	13%	<b>85% Meet or Exceed</b>			e) Curriculum review stated above.
Usable Data Points	53																		
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## **Part 1b: Continuous Quality Improvement**

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

### **Outcome 2.2**

- 1) Students' self-reflections on their managerial competencies is an effective formative assessment. It is engaging enough to bring out what they know about the chapter material by 'connecting' what they learned about themselves with where those strengths fit into management styles. If they have not learned the chapter material, it will be obvious. While the target was met, it is an arbitrary number. Anything less than 100% is an indicator that there is room for improvement.
- 2) Results from 2013-2014 show 100% achievement of the goal, but the assessment was a collaborative project, and the bar was set lower. It is felt that performance has not declined. In the next cycle where Outcome 2.2 is measured, a similar artifact will be scored with a similar rubric for better comparison.
- 3) Outcomes 1.2, 1.3, 2.3, and 3.2 will be measured in the 2018-19 Assessment Cycle.

### **Outcome 3.3**

- 1) By having students compare the United States with another country of their choice, commenting on the differences, has shown that most of the BUS 371 students were able to understand and apply these dimensions. Comparing the United States with another country of their choosing highlights students' ability or lack of ability to make objective comparisons about global/ cultural issues. While the target was met, initiatives are in place across the curriculum (see the summary above) to emphasize cross cultural competency and awareness of diverse viewpoints.
- 2) Results from 2013-2014 show 80% achievement of the goal. While that is just as good as the results from the 2017-18 cycle, the faculty feels that progress continues to be made in cross-cultural competencies and diversity awareness. These are also college level and university level goals, so they will be assessed in many different settings.
- 4) See 2.2 (3)

**Part 2a: Summary of Student Success Activities**

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
<p>1. Removing barriers to graduation</p> <p>2. Freshmen designation</p>	<p>Streamlining curriculum through review of core and required courses.</p> <p>Working with Economics and Math to create a better curricular fit with business requirements.</p> <p>Incoming freshmen are classified as Business non-designated to allow a more informed choice of Major allowing them to make their first data driven decision in selecting a major that offers a good fit with their aptitude and competencies.</p>	<p>Revised curriculum, reduced credit hours by 6 hours.</p> <p>Implementing the Business non-designated choice to allow freshmen to choose majors <u>after</u> completing the required College of Business courses.</p>	<p>Removing courses is not an easy process due to turf wars.</p> <p>In addition, removing or adding courses to required foundation courses affects every major in the College.</p>	<p>The process will continue over the next few years.</p> <p>Courses will be added / updated in response to market needs.</p> <p>Ongoing participation in Majors fair and increased marketing of fair to students.</p>
<p>2. Career Readiness Skills</p>	<p>Two new minors in Entrepreneurship and Human capital were introduced. Participation in a Majors fair to create awareness and interest in the majors on offer.</p>	<p>Recruited 20 students for the first course in Entrepreneurship and 13 for the Human Capital Minor.</p> <p>Offering a boutique International Business Minor customized to each student based on their needs and majors. The Department</p>	<p>Rolled out the Minors on-campus and online. Met with distance recruiters on campus to outline the benefits of the Minors from a career skills perspective.</p>	<p>The Minors will be strengthened in the coming years with the goal of increasing enrollment by 10% or more each year. Ongoing participation in the Majors fair.</p>

		Chair meets with the student to design the IB Minor.		
3.Global Business Awareness	Faculty engaged in discussions to infuse global awareness into the curriculum. The Management Program continues providing the option of short term, immersive, course-embedded study abroad trips to students.	Graduate and undergraduate students (18 total) went on the trips offered in 2018	Funding to support student trips is always an issue, but we were able to secure support from grants and other sources to offer partial support	Infusing global content into courses is an ongoing process.
4. Assurance of Quality in web classes	Meetings with instructional designer at Departmental meetings to focus on specific aspects of online pedagogy. Moving to OICC (Online Instructor Course Certificate) training for all faculty.	5 Full time and 5 Part time faculty have taken the OICC training. Two meetings with online instructional designer at department meetings.	Focused on the topic of Substantive interaction in online classes and discussed specific strategies.	This is a new goal that is set to continue for the coming year.

#### Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

### Part 2b: Continuous Quality Improvement

**In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?**

1. Student performance, retention and completion is an inter-related process that is viewed comprehensively, not as discrete units, in the Scott College of Business. Over time, the curriculum had become bloated with courses that no longer served a clear purpose in student development and success in the workplace. Curricular revisions have twin goals of increasing the timeliness of the curricular offering to better align with market opportunities and career paths, while removing impediments to timely graduation. Revisions were not conducted in a vacuum, but were carefully considered in light of competitor offerings, student competencies, the resources constraints we face as a department / College, new and emerging career pathways, sector of job growth, etc. This type of comprehensive alignment of student needs and curricular offerings that require faculty resources / competencies to realize has been made possible at the Scott College via a coordinated effort by the Dean, Associate Dean and Department Chairs and faculty. Dr. Kelly Wilkinson, Associate Dean, Scott College has called several meetings the past year to make these changes, get faculty input and support and then put the modifications through curriculum. We discovered faculty buy in is critical to successful changes and this issue was navigated skillfully.
2. The emphasis on career focused skills all the way from freshmen to senior student levels starting with workshops at the Meis Center and continuing on to career readiness skill infusion into foundational studies and other SCoB courses is expected to close the loop between theory and practice in a meaningful way providing students with actionable skills and competencies that may be leveraged in a resume and on to a job. At the departmental level, we emphasize and incentivize faculty to

infuse career skills components into courses. One faculty in the management area, piloted infusion of a career readiness module into her class and there is discussion under way to prepare a pathway to infuse career skills components into other courses gradually. Global awareness is another area of growing interest given the increasing inter connectedness of global markets. We offer carefully curated, immersive study abroad opportunities that provide students exposure to career opportunities and awareness of options available in growing areas of the world, such as Brazil and India.

*Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.*

Dear Aruna,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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 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>Assessment Practice Overall Rating:</b> Mature (2.50/3.00) <b>Student Success Practice Overall Rating:</b> Exemplary (3.00/3.00) <i>*see second rubric below</i>	
Strengths	Recommendations
<ul style="list-style-type: none"><li>• Good assessment plan with clear information about the specific assignments and reasons for selection (valid instrumentation, incorporation of class learning concepts).</li><li>• Clear targets and description of rubric ratings.</li><li>• Some ideas provided about selection of performance targets and areas for improvement.</li><li>• <b>Excellent review of overlapping programs in Economics &amp; Math.</b></li><li>• <b>Customized course content and focused goals for improving online class experience.</b></li></ul>	<ul style="list-style-type: none"><li>• Learning outcomes could be a bit more specific so that the actions students take to demonstrate their understanding are clear. This will help make sure that intended performance on measures clearly aligns with the learning outcomes as written.</li><li>• When possible it is useful to gain data on outcomes from across the curriculum rather than from one course. It could be that this is just the case this assessment cycle based on the outcomes selected for assessment.</li><li>• Providing specific information from student work to indicate areas for improvement to get closer to the 100% you noted might help with some of the course and/or pedagogical adjustments.</li><li>• Share information about how faculty are informed of assessment results and involved in discussions regarding their use to inform practice.</li></ul>

Scoring Rubric is included below.

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) based on issues</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

**Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:**

**Office of Student Success/Office of Assessment & Accreditation Evaluation Date:**

<b>Evaluation Criteria</b>	<b>0 Undeveloped</b>	<b>1 Developing</b>	<b>2 Mature</b>	<b>3 Exemplary</b>
<b>Goals/ Objectives</b>	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
<b>Action Steps</b>	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives.  No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives.  Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives  Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
<b>Data that Informs Progress on Each Goal/Objective</b>	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
<b>Assessment of Outcomes and Continuous Improvement</b>	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Undeveloped</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Exemplary</b>