

Student Outcomes Assessment and Success Report AY2017-18

Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.

Unit/Program Name: _____OSCM_____ **Contact Name(s) and Email(s)** __K Bhattacharyya_____

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part 1a: Summary of Assessment Activities

<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?</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?</p>
<p>1. Develop Supply Chain Framework</p>	<p>Students worked in teams with external clients to analyze (a) their product's supply chain in light of the SCOR Model and delivered recommendations for supply chain efficiency and process improvements (OSCM 300); (b) a specific process using the DMAIC six sigma principles and provide recommendations by designing an updated process map (OSCM 445)</p>	<p>At least 70% students will perform at a "satisfactory" level in the client presentation and status reports.</p>	<p>100% of OSCM 300 students and close to 98% of OSCM 445 students performed at the desired levels in the client presentations.</p> <p>80% performed satisfactorily in the written reports (OSCM 300)</p>	<p>Further direction and example site trips have been included in the fall 2018 coursework to accomodate better understanding of expectation (and rigor) in the written reports.</p>
<p>2. Apply Problem solving methods</p>	<p>Cases dealing with the five core areas of supply chain analytics (statistical analyses, forecasting, optimization, simulation, and data mining; OSCM 310)</p> <p>Apply the problem solving approach into spreadsheet</p>	<p>At least 70% students will perform at a "satisfactory" level in the client presentation and status reports.</p>	<p>70% of students performed at a satisfactory level.</p>	<p>To maintain relevance and currency, more applications of R and Tableau are being injected into the fall 2018 curriculum.</p>

	modeling, utilizing Excel and other tools used in the industry (Minitab/R/Rapidminer; OSCM 320, OSCM 425, OSCM 435)			
3. Supply Chain overall body of knowledge	A body of knowledge exam is administered in the capstone OSCM 490 class.	The exam comprises a good mix of analytics and MCQs pertaining to the SCOR operations and associated dynamics - conceptual paradigms, acronyms - that test a student's preparation ahead of pursuing a career in supply chain. It is designed in accordance with the basic APICS body of knowledge. 65% of students are expected to pass the exam with 65% or more correct answers.	Around 60% students passed the exam with 65% or more correct answers.	We are quite close to our target. We plan to provide more discussion and preparatory sessions on the exam in spring 2019 to help better prepare the students. The plan is to make this process completely EXTERNAL in spring 2020 and have APICS administer the Global Supply Chain Associate (GSCA) certificate exam for the OSCM 490 students. Passing this exam will automatically qualify the student through Exam 1 of the coveted CPIM certification.

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.

Notes

- Use your outcomes library as a reference.
- Each outcome must 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 must 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.
- 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."
- 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: 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?

1. We have had a 100% placement record for our students three years in a row. Our students are well respected in the business community and our alumni have made a tremendous impact of our program with their hard work, perseverance, and work ethic. Almost all our students complete a paid internship before graduation. Our courses are designed to prepare students specifically in a supply management career and/or analytics career. Most of our students graduate with a green belt in lean six sigma and with working knowledge of an ERP platform (like SAP).

They do very well in the following areas:

- a. analytics and problem solving
- b. using excel towards data-driven decision making
- c. supply base optimization
- d. supply market analysis
- e. process improvement and lean

They have room to improve in:

- a. self-confidence and self-belief
- b. working with minimum supervision
- c. doing the best work the first time (quality at the source)

2. We are in the process of revising our curriculum (fall 2018) to inject further relevance, currency, and rigor in the program. We believe that we are one of the best programs in the State of Indiana. We continue to communicate this with our students/alumni/business partners through newsletters and social media. Our future program will provide more advanced operations learning, specialized courses (simulations, risk management, digital innovation), a new track in Logistics and a full-fledged analytics minor. Our partnership with businesses continue to remain strong and we continue to build new partners and gaining the trust of the business community (Conexus Indiana Logistics is a partner of the organization to

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.
1. The MO Department will deploy faculty in the SCoB Meis Student Success Center	Assign 0.2 Faculty FTE to assist MO students in Meis Center. Responsible: Department Chair	Assignment of Faculty	Meis Center held a freshmen boot camp for all students enrolled in Business 100, a course required of our freshmen. The Freshmen Bootcamp focuses on six	The MO Department will continue to deploy faculty in the Meis Center.

			topics to enhance the retention rate, and to introduce the students to professional behavior. The topics are: Professional Communication, Note Taking, Professional Dress, Classroom Etiquette, Social Media, and finally Career Fair preparation, a most relevant topic.	
2. MO faculty will work closely with the Meis Center to support center activities to focus on first-year retention and overall student success.	<p>Delegate one faculty member to work directly with the Meis Center on freshmen retention. ALL MO faculty teaching core classes partner with the Meis center in various capacities as part of their classes. At the program level, multiple classes from OSCM, Marketing, and Sales program partner with the Meis Center for fulfilling professional development learning goal</p> <p>Responsible: Department Chair</p>			Continue to provide support activities
3. MO Faculty and MO Centers (SNC and CSMR) will work with the Meis Center on <u>new initiatives</u> to increase student success throughout their time at ISU	<p>Roll out a dedicated career day for OSCM students.</p> <p>Responsible: Department Chair</p>	The completion of the program	The fair was administered with a myriad of activities that ranged from educating freshmen with careers in supply chain and logistics (BUS 100 students), holding panel discussions with sophomores and juniors on tricks to be successful in the supply chain world (OSCM 300 students), and hosting an internship fair for	Improve upon existing career day events.

			sophomores and juniors in the OSCM program	
4. Review current curriculum and consider possible expansions.	Faculty met to review the current curriculum. Responsible: OSCM faculty.	The completion of the program review.	Data Analytics Minor passed the SCoB curriculum committee and is now pending action at the university level.	

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. The OSCM program builds on a rigorous set of courses that forces the student to be inquisitive and diligent with the ability to use both sides of the brain. Challenging the student to think "outside the box" is never easy and requires patience and a concerted effort. We normally start seeing the impact of our approach AFTER the student has successfully completed an external internship in the summer prior to their senior year. The internship brings learning and realization to a full circle for the students when they see the connections between our teaching and the real world. That is where "value" of our program is created in the students' mind. We have noticed a very different approach from students after their internship - their way of carrying themselves, taking classes seriously, pushing themselves to their best abilities - all of these come together.

Our approach to analytics in every coursework allows students to reinforce and repeat the learning so that they can retain it through the program and into the career. Our attrition rate after a student has declared the OSCM major in sophomore year is ZERO. This is because the students are advised meticulously in the context of FIT. The only students who defect from the program are those who had declared OSCM as a major before they started university to later find a mismatch between the major's expectations and their capabilities.

It also helps that the OSCM faculty work very closely among each other (many of our assignments have same grading rubrics to ensure that the student does not have to reinvent the wheel in every OSCM class) and with our students (through personalized one-on-one advising on multiple fronts).

- 2. Our students are highly regarded in the industry.
 - They compete and win regional/national case competitions
 - We have had a 100% placement record for the the past three years
 - Our students generate starting salaries that are commensurate with (in fact, exceed) the national median salary of entry-level supply chain professionals
 - Close to 100% of our students qualify and complete the Career Readiness Certificate as offered by the Career Center
 - Our alumni continue to support our program by proving everyday that they are the best in the business.

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 Kuntal,

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: OSCM	
Assessment Practice Overall Rating: Mature (2.75/3.00) Student Success Practice Overall Rating: Developing (1.50/3.00) <i>*see second rubric below</i>	
Strengths	Recommendations
<ul style="list-style-type: none">• Clear learning outcomes, with the exception of the last one – see recommendations.• Good assessment plan with clear information about the specific assignments and various points for assessment across the curriculum. Good information provided about how the exam was designed using profession guidance.• Clear targets for achievement.• Good analysis of findings, including recommendations for improving student performance, identification of key areas of strength and challenge for students, and way to enhance curriculum relevance.• Good information about sharing with faculty and next steps in the assessment process.	<ul style="list-style-type: none">• Your third outcome, “Supply chain body of knowledge,” does not indicate specifically what students will demonstrate. Written like your other outcomes, it will give a clear sense of how they will demonstrate the knowledge you are looking for.• A description of methods used to evaluate student group work (rubrics, etc.) would be a useful addition.• Clearly tie what you hope students will gain (self-confidence, doing the best work the first time) to the goals that you select.

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>Student Learning Outcomes</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 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>Performance Goals & Measures</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>

Analysis & Results	<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>
Sharing & Use of Results for Continuous Improvement	<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>
Overall Rating	<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:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	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.
Action Steps	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.
Data that Informs Progress on Each Goal/Objective	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.
Assessment of Outcomes and Continuous Improvement	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.
Overall Rating	<input type="checkbox"/> Undeveloped	<input type="checkbox"/> Developing	<input type="checkbox"/> Mature	<input type="checkbox"/> Exemplary