

Student Outcomes Assessment and Success Report AY2018-19

Unit/Program Name: Management

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Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome 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? <i>Can expand on this in Part 2.</i>												
1.2 Have an understanding of the vocabulary and concepts associated with the management of people in the workforce	MGT 343 Quiz Chapter 4 – Multiple choice quiz covering organizational models, framework and management styles	<p>Rubric: <u>Exceeds expectations</u> – superior understanding of vocabulary and concepts of managing people. <i>Threshold – 90% score on test</i> <u>Meets expectations</u> – acceptable understanding of vocabulary and concepts. <i>Threshold – 70% score on test</i> <u>Does not meet</u> – lacks ability to understand assessment dimensions or chapter material. <i>Below 70%</i></p> <p>Target – 90% meet or exceed expectations</p>	<table border="1" data-bbox="1272 519 1635 737"> <tr> <td>Exceeds</td> <td>23</td> <td>74%</td> </tr> <tr> <td>Meets</td> <td>5</td> <td>16%</td> </tr> <tr> <td>Does not meet</td> <td>3</td> <td>10%</td> </tr> <tr> <td>Total Data Points</td> <td>31</td> <td>100%</td> </tr> </table> <p>*Results – 90 % met or exceeded expectations. Student performance.</p> <p>Target of 90% was met</p>			Exceeds	23	74%	Meets	5	16%	Does not meet	3	10%	Total Data Points	31	100%	While 90% is a favorable outcome, there can always be improvements. Faculty will discuss the results and continue to place emphasis in this course on vocabulary and concepts.
Exceeds	23	74%																
Meets	5	16%																
Does not meet	3	10%																
Total Data Points	31	100%																

<p>2.3 Be able to assess the appropriateness of organizational structure in a business</p>	<p>MGT 356 (2 Sections) Assignment 1 – Explain the three components of organization structure, differentiate between centralized, decentralized, horizontal and vertical information sharing concepts of structure, identify and compare the strengths and weaknesses of various organization structural forms, and describe how to examine an organization for symptoms of structural deficiency.</p>	<p>Rubric: <u>Exceeds expectations</u> – Thorough explanation of components on all dimensions. <i>Threshold – 90% grade on assignment.</i> <u>Meets expectations</u> – Adequate explanation of components most dimensions <i>Threshold – 70% grade on assignment.</i> <u>Does not meet</u> – Unsatisfactory explanation of one or more components of organizational structure. <i>Below 70%</i></p> <p>Target 90% meet or exceed expectations.</p>	<table border="1" data-bbox="1276 115 1633 334"> <tr> <td>Exceeds</td> <td>24</td> <td>83%</td> </tr> <tr> <td>Meets</td> <td>5</td> <td>17%</td> </tr> <tr> <td>Does not meet</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total Data Points</td> <td>29</td> <td>100%</td> </tr> </table> <p>Results – 100% of students were scored as meeting or exceeding expectations</p> <p>Target of 90% was met.</p>	Exceeds	24	83%	Meets	5	17%	Does not meet	0	0%	Total Data Points	29	100%	<p>All students were scored as meeting or exceeding expectations on this assignment. Future sections will continue to place emphasis on organizational structure. Additional data may be obtained in higher level or capstone courses to assess retention.</p>
Exceeds	24	83%														
Meets	5	17%														
Does not meet	0	0%														
Total Data Points	29	100%														
<p>3.2 Have an understanding of the legal context of the management of people in a work setting</p>	<p>MGT 370 Final Exam (subset) – Covering legal reasoning, decisions, safeguards, guidelines, compliance, ethics, discrimination, and harassment.</p>	<p>Rubric: <u>Exceeds expectations</u> – Superior understanding of legal context - <i>Threshold – 90% score on test subset</i> <u>Meets expectations</u> – Adequate understanding of legal context <i>Threshold – 90% score on test subset</i> <u>Does not meet</u> – deficient understanding of legal context. <i>Less than 70%</i></p> <p>Target 90% meet or exceed expectations.</p>	<table border="1" data-bbox="1276 984 1633 1203"> <tr> <td>Exceeds</td> <td>2</td> <td>8%</td> </tr> <tr> <td>Meets</td> <td>19</td> <td>79%</td> </tr> <tr> <td>Does not meet</td> <td>3</td> <td>13%</td> </tr> <tr> <td>Total Data Points</td> <td>24</td> <td>100%</td> </tr> </table> <p>Results – 87% of students met or exceeded expectations.</p> <p>Target of 90% was not met.</p>	Exceeds	2	8%	Meets	19	79%	Does not meet	3	13%	Total Data Points	24	100%	<p>MGT 370 (Business and Society) is an important course where the legal context of business is reinforced and applied. To improve student performance in this area, this course and other courses leading to it will be reviewed for opportunities to strengthen students’ retention of the material.</p>
Exceeds	2	8%														
Meets	19	79%														
Does not meet	3	13%														
Total Data Points	24	100%														

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):

- 1) Cohort Sizes
- 2) Year-to-Year Retention
- 3) 5-Year Graduation Rate

Report accompanies this document.

What worked well in supporting student success this year?

Implementation of Handshake, a university sponsored interface that links students with potential employers and allows students to create profiles that employers can scan to identify suitable candidates for internships / jobs. The MISBE department has been directing students and faculty in various classes to promote use of Handshake.

Early warning system- a system of identifying at-risk students earlier in the semester has been put into place in order to reach these students and address some of the issues restricting their progress. Faculty are sent lists of their at-risk advisees and are then asked to contact these students for a face-to face meeting to discuss concerns and to provide development feedback.

Participation in Majors fair- the University sets up a fair every Fall semester to promote various majors across campus. The MISBE Department participates in these fairs to broadcast the benefits of the Management Major and the two minors, Human Capital and Entrepreneurship as well as the Management Information Systems Major. The updated majors with new minor options and revised curricula that are designed to link to career paths in the respective areas are promoted to the campus during these fairs.

Career Readiness Skills and Competencies- in Fall 2017, faculty at the Scott College of Business met to identify skills and competencies related to the key areas in each functional area. In this cycle, several courses have infused career readiness skills into the curricula based on the identified competencies. For instance, two Management faculty have received career readiness grants to survey employers in Indiana regarding the skills they look for when hiring graduates. The data from this survey will be used to address curricular gaps.

Advisory Board- The MISBE department chair has created an Advisory Board to initiate a process of creating employer linkages and to get feedback on curricula from practicing human resource and management professionals. The board members bring a rich network of connections that can be used to connect students to employers.

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

Recruitment- one significant opportunity this year and in the coming years is the recruitment of students in Indiana and the region. With this goal in sight, we have organized special events for the Business Professionals of America (BPA) high school students to visit the Scott College and to learn about the programs we offer. We have similar events for DECA (Distributive Education Clubs of America), a non-profit, career and technical student organization that prepares emerging leaders in a range of management related areas for colleges. We plan to place greater focus on using these

vehicles as recruitment engines for the department by collecting survey feedback from attendees to assess their areas of interest and to determine ways of marketing our programs to this target group.

Aside from recruiting domestically, international recruitment is also on our radar with Brazil, South America as a target country. The chair is currently working with the Enrollment management office to identify approaches of reaching this market to recruit both undergraduate and graduate students.

Leveraging the MISBE Board- another area of focus will be on leveraging the MISBE Advisory Board to set up regular, structured events to connect employers to students for internships and jobs. The Board offers rich and untapped potential that we expect to tap in the coming year to benefit students and the college.

Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)

The map accompanies this report.

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 1.2 (vocabulary and concepts) and 2.3 (organizational structure). We will continue to cover those topics thoroughly in the courses where they were measured, and to study exit exam results to make sure that the material is retained. On outcome 3.2 (legal context) performance did not quite meet our goal of 90%, but was very close. While dramatic changes do not appear necessary, we will stress the basics of legal context in early courses with emphasis on measuring retention throughout the program.
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
noted in column e
- 3) what your assessment plan will focus on in the coming year**
In 2017-18, Outcomes 2.2 and 3.3 were assessed. This year, Outcomes 1.2, 2.3, and 3.2 were assessed. The remaining outcomes (1.1, 2.1, and 3.1) will be assessed in 2019-20 to complete one full cycle.
- 4) how this information will be shared with other stakeholders**
Program assessment results will be shared with MGT faculty in the first program meeting subsequent to completion and submission of this report on October 15, 2019. The summary and supporting materials are also available on a department assessment Blackboard site, which all MGT faculty have access to.

Dear Aruna,

Thank you so much for sharing your assessment process and findings for AY 2018-19 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 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: B.S. Management	Overall Rating: Mature (2.63/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measurable.• Clear information is provided about the courses and assignments used as assessment measures.• Clear information about how performance is evaluated using rubrics, and expected and actual performance described relative to rubric performance levels.• Analysis yields actionable and achievable plans. For outcome 2.3 (expectations met), focus on taking other points of data later in the curriculum to assess learning retention. For outcome 3.2 (expectations not met), communication directly with faculty for the course including assessment and courses prior to this point to add material to strengthen student learning.• Clear information provided about assessment cycle.• Faculty are clearly involved in the use and sharing of assessment.	<ul style="list-style-type: none">• I know the Business Core is the focus of alignment to the AACSB standards in SCOB, but note any alignment of your learning outcomes, as applicable.

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.)</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