

Degree Program Name: OSCM

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Part One

a. Outcomes assessed this year.	b. Measure(s) and course(s)	c. Expectations established for achieving outcomes	d. Findings/Results	e. Responsible instructor/methods for sharing results.
<p>Outcome 1: Students will be able to develop frameworks to design and analyze global supply chains that meet or exceed customer quality, delivery, cost, and service requirements.</p>	<p>OSCM 490: Measured by a half-semester analysis on the current global situation with each of plan, source, make, and deliver using current affairs and meshing them with the knowledge acquired in class.</p>	<p>At least 90% students perform at satisfactory or superior levels.</p>	<p>Of the 23 students in class for spring 2016, all of them performed at a satisfactory level. All but five students performed at a superior level.</p>	<p>K. Bhattacharyya. Results are posted in the course Blackboard site and are shared via email of this document to AoL committee.</p>
	<p>OSCM 490: Measured by a comprehensive Body of Knowledge Exam to satisfy the needs of a “capstone” course. Heavy emphasis on supply chain analytics to prepare students for the APICS CSCP Certification.</p>	<p>At least 70% students PASS the exam (passing is defined by answering 70% or more questions correctly; due to the inclusion of the APICS CSCP Certification-driven pedagogy, the passing expectation was reduced to 65% or more correct answers).</p>	<p>Of the 23 students in class for spring 2016, only 8 students (about 34%) met the passing criteria.</p>	
<p>Outcome 2: Students are able to interpret the critical importance of information flow in a global supply chain and its impact on operations, logistics, and supply chain management.</p>	<p>Students were provided an overarching discussion material and were required to individually contribute to the discussion board (without repetition) and build on each other’s thoughts, as well as their personal experiences from their respective internships.</p>	<p>At least 90% students perform at satisfactory or superior levels.</p>	<p>Of the 23 students in class, ALL of them performed at a superior level. The depth and rigor of discussion were of a graduate-level class.</p>	<p>K. Bhattacharyya. Results are posted in the course Blackboard site and are shared via email of this document to AoL committee.</p>

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

OSCM 490 is the capstone course for students graduating with the OSCM major. The course is only offered in spring. Therefore, ALL students who graduate in May, August, or December of a calendar year will take OSCM 490 in the spring of that year. Historically, more than 90% of students in the curriculum graduate in May and take this course in their final semester.

1. There were a couple of new ideas implemented in spring 2016.
 - a. Since most of the students in the class have had an internship experience in the past, the idea was to leverage Outcome 2 with the students' internship experience and create a shared outcome that helps students interact with each other. The discussion board assignment was executed by the students to perfection (done early in the semester).
 - b. In spring 2016, a new text book was adopted to prepare students for the APICS CSCP certifications as they venture into a supply chain career. This approach instilled a heavy emphasis on supply chain analytics (forecasting, optimization, use of solver for materials management, inventory management, demand management, etc.) As a capstone course, this approach also ties into student learning from OSCM 310, 320, 425, and 435. While students did reasonably well on the individual area assignments, I think the material needs to be covered over a longer time frame (the entire semester) as opposed to the first 11 weeks after which the BoK exam has traditionally been offered.
2. Clearly, the Body of Knowledge exam results are not close to my expectations. Ironically, they also do not showcase student capabilities. With 21 out of 23 students graduating in May, 2016, I think I was unable to "motivate" the students enough towards *learning*, especially given that most of these students had already secured a (high-paying) full-time job by the end of March. Part of that is attributed to my grading scheme, timing of the BoK exam, and distribution of grades between the two sub-categories of Outcome 1 which will be corrected in spring 2017.

2016/2017 focus:

- The BoK exam will be offered during FINAL Exam week as opposed to in Week 12 of the semester. This ensures further practice and applications of supply chain analytics.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: BS in Operations and Supply Chain Management Date: 7.11.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input type="checkbox"/> An Outcomes Library was provided. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, and student-centered. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, student-centered, and span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input checked="" type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <i>Is OSCM 490 online or hybrid?</i> <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				<input type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input checked="" type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. <input type="checkbox"/> Performance goals are identified, but they are not specific.	<input type="checkbox"/> At least one direct measure was provided for each outcome. <input checked="" type="checkbox"/> Sufficient information is provided to suggest that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. <input type="checkbox"/> Clear and appropriate standards for performance are identified.	<input checked="" type="checkbox"/> Multiple measures were provided, and a majority are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided to demonstrate that the measure

				<p>provides clear evidence of what students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
3. Results	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected.</p> <p><input type="checkbox"/> Some data are being analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.</p>
4. Engagement & Improvement	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or</p>	<p><input checked="" type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they are too vague to connect clearly to the results or to implement.</p>	<p><input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input type="checkbox"/> These discussions lead to the development of specific plans for improvement.</p>	<p><input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.</p> <p><input type="checkbox"/> Faculty and other important</p>

	plans.	<input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<p>stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

You identified two clear, measurable outcomes that focus on sophisticated knowledge and skills graduates must demonstrate.

2. Measures & Performance Goals

All measures are conducted in a single class, OSCM 490, the capstone course in the major. (And this is absolutely fine, except when assessment reveals weaknesses that can be traced to other courses.) Two analyses and one exam provide students some flexibility in demonstrating their mastery. Are the exam questions coded so that you can tell precisely what students know and do not know (and so you can demonstrate that the exam really does assess the stated outcome)? Is the half-semester analysis a paper? Are you using rubrics to assess it and the discussion board assignment? Next year, please provide me with more detail about or access to these instruments so that I can better envision the assignments and verify the connection between them and the outcomes. Expectations are set appropriately high for two of the measures and recently were recalibrated for the exam. Last, you should develop an indirect measure (Survey? Focus group? Etc.) if you don't already use one.

3. Results

Results are generally positive, although it is difficult for me to gauge their validity without seeing them and related rubrics/keys. As to the exam, have you administered it (minus the certification questions) before, and if so, did results meet established standards? In general, I would like to know more about what the numbers mean—what exactly do students know/do well and less well?

4. Engagement & Improvement

The report suggests that only one person is responsible for collecting, analyzing, and sharing data. I certainly would like to see more involvement from other faculty, and even from students and external advisors. That said, it is clear that the instructor of record takes student learning and student learning improvement seriously. A great deal of investigation, reflection, and planning for improvement is occurring. Thanks!