

#### #4. 2017 – 18 Executive Summary: Undergraduate Program Assessment: Alternative Delivery

Submit to the Assessment Committee Chair via email.

**Department:** BUS                      **Date:** 8/8/18      **Course(s):** BUS 343 Operations Management  
**Alternative Format(s) – select as many as are applicable:**  
**Online**              **Select**              **Select**              **Select**              **Select**              **Select**

**Members** (must include more than course instructor only) **involved with analysis of artifacts:**

**See #3 Assessment Plan: Alternative Delivery: Student Outcomes for:** a) *Course requirement evaluation;* b) *Student Outcome;* c) *Question(s);* e) *Methodology*

**Analysis of artifacts:**

1). Student Outcome: **PERFORMANCE CRITERIA**\* - *How was data analyzed? (attach rubrics/scoring tools if used).* The average score for utilizing quantitative tools of Operations Management is the student outcome being assessed. We asked the question: Are students who take the course online similar in their degree of success to those who benefit from in-class demonstrations in utilizing Excel-based tools to solve a wide range of operations management problems? We examined the average scores from myomlab software, which algorithmically generates unique problems for each student.

2). **COMPARABILITY** – *How did you determine if the outcomes of the traditional and alternative deliver modes were comparable? (note “na” if delivery modes were not compared).* A visual comparison of distributions was used, as well as a t-test.

**Summary of RESULTS\*:**

1). *Restate the assessment question(s) (from the Assessment plan):* Are students who take the course online similar in their degree of success to those who benefit from in-class demonstrations in utilizing Excel-based tools to solve a wide range of operations management problems?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.* A visual comparison of the distributions of scores shows they are quite similar. There is no statistical difference between the two populations. The p-value is 0.019.

3). **INTERPRETATION**\* - *Discuss how the results answer the assessment question(s).* At significance levels of 2% or higher, one cannot reject the hypotheses that there is no difference in the the degree of success in learning to utilize the quantitative tools of Operations Management between those who take the class face-to-face and those who take the class online.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low) n/a*

5). **How did the outcomes of the traditional and alternative format analysis compare?** There was no statistical difference in the outcomes of the traditional vs alternative format.

**Sharing of Results:**

*When were results shared? Date:* 8/8/18

*How were the results shared? (i.e. met as a department)* Shared with department

*Who were results shared with? (List names):* Tim Heidorn, Curt Beck, Todd Johnson, Shannon Leinen, Jon Moberly

**Discussion of Results –Summarize your conclusions including:**

1. **ACTION**\*- *How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?*

2. **IMPACT**\*- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?*

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\* (i.e. an additional staff person, new equipment, additional sections of a course).* None

**Submitted via email to Assessment Committee Chair by:** A. Langewisch

**Reviewed by the Assessment Committee (date): 8/9/18**

**Submitter notified/additional action needed: na**

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na**

**Approved & Posted to Assessment site: 8/9/18**