
Workspace: Academic Program Assessment and Planning Workspace
Assessment Plan Template: IU Kokomo Academic Assessment Template

Report Generated: Tuesday, September 01, 2020

Organizational Area
Indiana University System AMS » Indiana University: Kokomo » Academic Affairs » School of Business

**Business**

**Summary Results**

**Overall Statistics**
- **100% (5/5)** outcomes were included
- **100% (5/5)** of outcomes included have at least one measure specified
- **100% (5/5)** of outcomes included have measures with findings specified

<table>
<thead>
<tr>
<th>Measure Type/Method</th>
<th>Total Direct</th>
<th>Total Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Artifact</td>
<td>5 (45%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Exam</td>
<td>1 (9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Portfolio</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
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<tr>
<td>Other</td>
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<td>0 (0%)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (55%)</td>
<td>5 (45%)</td>
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</table>

<table>
<thead>
<tr>
<th>Measure Level</th>
<th>Course</th>
<th>Program</th>
<th>Institution</th>
<th>Other</th>
<th>Unspecified</th>
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<tbody>
<tr>
<td>Acceptable Target Achievement</td>
<td>Not Met</td>
<td>Met</td>
<td>Exceeded</td>
<td>Unspecified</td>
<td>0%</td>
</tr>
</tbody>
</table>

11 Total Measures
11 Total Measures with Findings
Measures and Findings

Business Learning Outcomes

1 Communicate effectively

Measure
Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:
For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School’s Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School’s resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:
70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings
for Course-embedded assessment

Summary of Findings:
In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was
divided into three components focusing, respectively, on whether the students can (i) Write effectively, (ii) Identify and present their skills, (iii) Use technology for communication and collaboration.

The average scores for these outcomes collected in four required courses ranged between 75-91%.

**Acceptable Target Achievement:**
Met

**Reflections/Notes:**

**Substantiating Evidence:**

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**Measure**

**Internship assessment**

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**PROGRAM LEVEL; INDIRECT - SURVEY**

**Details/Description:**
The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

**Acceptable Target:**
5 out of 7 on the survey

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Supporting Attachments:**

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**Findings**

**for Internship assessment**

---

**Summary of Findings:**
Communication skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for communication skills was 6.67 in Fall 2018 and 6.5 in Spring 2019.

**Acceptable Target Achievement:**
Met
Measure
Course-embedded assessment

COURSE LEVEL: DIRECT - STUDENT ARTIFACT

Details/Description:
For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:
70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings
for Course-embedded assessment

Summary of Findings:
In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) evaluate the nature and extent of information needed, (ii) evaluate information and its sources critically, (iii) use technology to process information.

The average scores for these outcomes collected in four required courses ranged between 78-94%.

Acceptable Target Achievement:
Met

Reflections/Notes:
Substantiating Evidence:

**Measure**

*Internship assessment*

**PROGRAM LEVEL; INDIRECT - SURVEY**

**Details/Description:**
The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

**Acceptable Target:**
5 out of 7 on the survey

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Supporting Attachments:**

**Findings**

*for Internship assessment*

**Summary of Findings:**
Technology skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for technology skills was 6.67 in Fall 2018 and 6.33 in Spring 2019.

**Acceptable Target Achievement:**
Met

**Reflections/Notes:**

**Substantiating Evidence:**

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**3 Demonstrate quantitative skills**

**Measure**

*Course-embedded Assessment*
For each outcome, a course-embedded system of assessment is used to collect data on student performance. The School’s Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty receive assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data are collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School’s resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviews the assessment results. The results are also discussed with all faculty in regular faculty meetings.

Acceptable Target:
The target level of performance is 70 percent for Acceptable and 85 percent for Excellent.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

**Findings**

for Course-embedded Assessment

**Summary of Findings:**
In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) Develop and solve models, (ii) Use solutions for business decisions, (iii) Apply fundamental statistical concepts.

The average scores for these outcomes collected in four required courses ranged between 72-94%.

**Acceptable Target Achievement:**
Met

**Reflections/Notes:**

**Substantiating Evidence:**

**Measure**

*Internship Survey Assessment*

**Program Level: Indirect - Survey**

**Details/Description:**
The School continues a formal process of assessing its internship program with surveys in
4 Demonstrate effective critical thinking skills

Mapped to: No Mapping

the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

Acceptable Target:
Average score of 5 out of 7 on the survey of internship supervisors

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Internship Survey Assessment

Summary of Findings:
Quantitative skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for quantitative skills was 6.0 in Fall 2018 and 6.5 in Spring 2019.

Acceptable Target Achievement:
Met

Reflections/Notes:

Substantiating Evidence:

Measure
Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:
For each outcome, a course-embedded system of assessment is used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty receive assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data are collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School’s resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewes the assessment results. The results are also discussed with...
all faculty in regular faculty meetings.

Acceptable Target:
The target for average performance on course-embedded assessment is 70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

**Findings**

*for Course-embedded assessment*

Summary of Findings:
In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) recognize issues that have alternative interpretations, (ii) assess the quality of supporting evidence, (iii) Assess the implications from proposed conclusions.

The average scores for these outcomes collected in four required courses ranged between 72-84%.

Acceptable Target Achievement:
Met

Reflections/Notes:

Substantiating Evidence:

**Measure**

*Internship assessment*

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:
The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

Acceptable Target:
5 out of 7 on the survey
5 Demonstrate knowledge and skills in the functional areas of business

Mapped to: No Mapping

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

**Findings**

for Internship assessment

Summary of Findings:
Critical thinking skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for critical thinking skills was 6.33 in Fall 2018 and 6.16 in Spring 2019.

Acceptable Target Achievement:
Met

Reflections/Notes:

Substantiating Evidence:

**Measure**

Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:
For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School’s Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School’s resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:
70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:
Findings
for Course-embedded assessment

Summary of Findings:
In this assessment cycle, the knowledge and skills of students in the areas of business were assessed with course embedded tools including exams and assignments in all required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into sixteen components, with eight of these measuring students’ understanding of concepts in the business areas of Accounting, Economics, Business Law, Finance, International Business, Management, Marketing, and Operations/MIS. The other eight components measured the students’ ability to apply concepts in the business areas of Accounting, Economics, Business Law, Finance, International Business, Management, Marketing, and Operations/MIS.

The average score for understanding concepts in Accounting was between 77-78% with three sections participating in assessment. The average score for applying concepts in Accounting was also between 77-78%.

The average score for understanding concepts in Economics was between 78 and 90% with four sections of ECON-E201 and E202 participating in assessment. The average score for applying concepts in Economics was between 75 and 90% with four sections of ECON-E201 and E202 participating in assessment.

The average score for understanding concepts in Business Law was at 90%. The average score for applying concepts in Business Law was also at 90%.

The average score for understanding concepts in Finance was between 93-94% with two sections participating in assessment. The average score for applying concepts in Finance was also between 83-86%.

The average score for understanding concepts in International Business was at 88%. The average score for applying concepts in International Business was at 85%.

The average score for understanding concepts in Management was between 85-90% with three sections participating in assessment. The average score for applying concepts in Management was between 90-97%.

The average score for understanding concepts in Marketing was at 79%. The average score for applying concepts in Marketing was at 74%.

The average score for understanding concepts in Operations and MIS was between 80-84% with three sections participating in assessment. The average score for applying concepts in Operations and MIS was between 77-82%.

Acceptable Target Achievement:
Met

Reflections/Notes:
Overall there were eight Excellent scores and thirteen Acceptable scores reported, with some components reporting both Excellent and Acceptable scores in different sections of courses participating in assessment. The performance expectations of the faculty were therefore either Met or Exceeded.
Substantiating Evidence:

**Measure**

*Internship assessment*

**PROGRAM LEVEL; INDIRECT - SURVEY**

**Details/Description:**
The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

**Acceptable Target:**
5 out of 7 on the survey

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Supporting Attachments:**

**Findings**

*for Internship assessment*

**Summary of Findings:**
Knowledge and skills in the areas of business were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for Understanding key business concepts was 6.67 in Fall 2018 and 6.67 in Spring 2019. The average score for all students taking management internships (W480) for Applying key business concepts was 6.33 in Fall 2018 and 6.16 in Spring 2019.

**Acceptable Target Achievement:**
Met

**Reflections/Notes:**

**Substantiating Evidence:**

**Measure**

*Standardized testing with the ETS Major Field Test*
Details/Description:
Undergraduate program graduates were required to take the standardized ETS Major Field Test in Business. This test focuses on the knowledge in the functional areas of Business and was a required part of the capstone course. The Curriculum Management and Assurance of Learning Committee and the faculty review the ETS test data as an additional measure of achievement of the learning outcomes. The data from the ETS exam also provide some external validation to the course-embedded assessment data.

Acceptable Target:
Student scores at or above the 50th percentile nationwide

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

**Findings**
for Standardized testing with the ETS Major Field Test

Summary of Findings:
A total of 14 graduating students participated in ETS Major Field test for Business in Spring 2019. The overall performance of IU Kokomo students on the ETS test was at the 66th percentile compared to the international sample of 69,017 students at 496 institutions worldwide. The percentile ranks show how many of the ETS test takers have scores below the IU Kokomo scores. Student performance in Accounting was at the 82nd percentile. Student performance in Economics was at the 63rd percentile. Student performance in Management was at the 32nd percentile. Student performance in Quantitative Analysis was at the 93rd percentile. Student performance in Finance was at the 97th percentile. Student performance in Marketing was at the 42nd percentile. Student performance in Information Systems was at the 77th percentile. Student performance in International Issues was at the 60th percentile.

Acceptable Target Achievement:
Met

Reflections/Notes:
The overall performance of the IU Kokomo cohort was strong, meeting the performance benchmark. The areas of Quantitative Analysis and Finance scored the strongest at over the 90th percentile. The weakest performance was observed in the areas of Management and Marketing.

Substantiating Evidence:
Measures and Findings

Business Learning Outcomes

Outcome

1 Communicate effectively

Measure

Course-embedded assessment

COURSE LEVEL: DIRECT - STUDENT ARTIFACT

Details/Description:
For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School’s Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School’s resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:
70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Course-embedded assessment

Summary of Findings:
In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was...
divided into three components focusing, respectively, on whether the students can (i) Write effectively, (ii) Identify and present their skills, (iii) Use technology for communication and collaboration.

The average scores for these outcomes collected in four required courses ranged between 75-91%.

Acceptable Target Achievement:
Met

Reflections/Notes:

Substantiating Evidence:

**Measure**

*Internship assessment*

**PROGRAM LEVEL; INDIRECT - SURVEY**

**Details/Description:**
The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

Acceptable Target:
5 out of 7 on the survey

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

**Findings**

*for Internship assessment*

**Summary of Findings:**
Communication skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for communication skills was 6.67 in Fall 2018 and 6.5 in Spring 2019.

Acceptable Target Achievement:
Met
Measure
Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:
For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School’s Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School’s resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:
70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings
for Course-embedded assessment

Summary of Findings:
In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) evaluate the nature and extent of information needed, (ii) evaluate information and its sources critically, (iii) use technology to process information.

The average scores for these outcomes collected in four required courses ranged between 78-94%.

Acceptable Target Achievement:
Met

Reflections/Notes:
Substantiating Evidence:

**Measure**

*Internship assessment*

**PROGRAM LEVEL; INDIRECT - SURVEY**

**Details/Description:**

The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

**Acceptable Target:**

5 out of 7 on the survey

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Supporting Attachments:**

**Findings**

*for Internship assessment*

**Summary of Findings:**

Technology skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for technology skills was 6.67 in Fall 2018 and 6.33 in Spring 2019.

**Acceptable Target Achievement:**

Met

**Reflections/Notes:**

**Substantiating Evidence:**

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3 Demonstrate quantitative skills

**Measure**

*Course-embedded Assessment*
PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:
For each outcome, a course-embedded system of assessment is used to collect data on student performance. The School’s Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty receive assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data are collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School’s resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviews the assessment results. The results are also discussed with all faculty in regular faculty meetings.

Acceptable Target:
The target level of performance is 70 percent for Acceptable and 85 percent for Excellent.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Course-embedded Assessment

Summary of Findings:
In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) Develop and solve models, (ii) Use solutions for business decisions, (iii) Apply fundamental statistical concepts.

The average scores for these outcomes collected in four required courses ranged between 72-94%.

Acceptable Target Achievement:
Met

Reflections/Notes:

Substantiating Evidence:

Measure
Internship Survey Assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:
The School continues a formal process of assessing its internship program with surveys in
Demonstrate effective critical thinking skills

Mapped to: No Mapping

the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

Acceptable Target:
Average score of 5 out of 7 on the survey of internship supervisors

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings
for Internship Survey Assessment

Summary of Findings:
Quantitative skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for quantitative skills was 6.0 in Fall 2018 and 6.5 in Spring 2019.

Acceptable Target Achievement:
Met

Reflections/Notes:

Substantiating Evidence:

Measure
Course-embedded assessment

COURSE LEVEL: DIRECT - STUDENT ARTIFACT

Details/Description:
For each outcome, a course-embedded system of assessment is used to collect data on student performance. The School’s Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty receive assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data are collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School’s resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewes the assessment results. The results are also discussed with
Acceptable Target:
The target for average performance on course-embedded assessment is 70 percent for acceptable and 85 percent for excellent.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

**Findings**
_for Course-embedded assessment_

**Summary of Findings:**
In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) recognize issues that have alternative interpretations, (ii) assess the quality of supporting evidence, (iii) Assess the implications from proposed conclusions.

The average scores for these outcomes collected in four required courses ranged between 72-84%.

**Acceptable Target Achievement:**
Met

**Reflections/Notes:**

**Substantiating Evidence:**

**Measure**
_ Internship assessment_

**PROGRAM LEVEL; INDIRECT - SURVEY**

**Details/Description:**
The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

**Acceptable Target:**
5 out of 7 on the survey
Findings for Internship assessment

Summary of Findings:
Critical thinking skills were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for critical thinking skills was 6.33 in Fall 2018 and 6.16 in Spring 2019.

Acceptable Target Achievement:
Met

Reflections/Notes:

Substantiating Evidence:

Measure
Course-embedded assessment

Details/Description:
For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School’s Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School’s resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:
70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:
Findings
for Course-embedded assessment

Summary of Findings:
In this assessment cycle, the knowledge and skills of students in the areas of business were assessed with course embedded tools including exams and assignments in all required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into sixteen components, with eight of these measuring students’ understanding of concepts in the business areas of Accounting, Economics, Business Law, Finance, International Business, Management, Marketing, and Operations/MIS. The other eight components measured the students’ ability to apply concepts in the business areas of Accounting, Economics, Business Law, Finance, International Business, Management, Marketing, and Operations/MIS.

The average score for understanding concepts in Accounting was between 77-78% with three sections participating in assessment. The average score for applying concepts in Accounting was also between 77-78%.

The average score for understanding concepts in Economics was between 78 and 90% with four sections of ECON-E201 and E202 participating in assessment. The average score for applying concepts in Economics was between 75 and 90% with four sections of ECON-E201 and E202 participating in assessment.

The average score for understanding concepts in Business Law was at 90%. The average score for applying concepts in Business Law was also at 90%.

The average score for understanding concepts in Finance was between 93-94% with two sections participating in assessment. The average score for applying concepts in Finance was also between 83-86%.

The average score for understanding concepts in International Business was at 88%. The average score for applying concepts in International Business was at 85%.

The average score for understanding concepts in Management was between 85-90% with three sections participating in assessment. The average score for applying concepts in Management was between 90-97%.

The average score for understanding concepts in Marketing was at 79%. The average score for applying concepts in Marketing was at 74%.

The average score for understanding concepts in Operations and MIS was between 80-84% with three sections participating in assessment. The average score for applying concepts in Operations and MIS was between 77-82%.

Acceptable Target Achievement:
Met

Reflections/Notes:
Overall there were eight Excellent scores and thirteen Acceptable scores reported, with some components reporting both Excellent and Acceptable scores in different sections of courses participating in assessment. The performance expectations of the faculty were therefore either Met or Exceeded.
Measure
Internship assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:
The School continues a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness, as well as student achievement of learning outcomes.

Acceptable Target:
5 out of 7 on the survey

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings
for Internship assessment

Summary of Findings:
Knowledge and skills in the areas of business were assessed via an internship survey. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for Understanding key business concepts was 6.67 in Fall 2018 and 6.67 in Spring 2019. The average score for all students taking management internships (W480) for Applying key business concepts was 6.33 in Fall 2018 and 6.16 in Spring 2019.

Acceptable Target Achievement:
Met

Reflections/Notes:

Substantiating Evidence:

Measure
Standardized testing with the ETS Major Field Test
Undergraduate program graduates were required to take the standardized ETS Major Field Test in Business. This test focuses on the knowledge in the functional areas of Business and was a required part of the capstone course. The Curriculum Management and Assurance of Learning Committee and the faculty review the ETS test data as an additional measure of achievement of the learning outcomes. The data from the ETS exam also provide some external validation to the course-embedded assessment data.

Acceptable Target:
Student scores at or above the 50th percentile nationwide

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

**Findings**

*for Standardized testing with the ETS Major Field Test*

Summary of Findings:
A total of 14 graduating students participated in ETS Major Field test for Business in Spring 2019. The overall performance of IU Kokomo students on the ETS test was at the 66th percentile compared to the international sample of 69,017 students at 496 institutions worldwide. The percentile ranks show how many of the ETS test takers have scores below the IU Kokomo scores. Student performance in Accounting was at the 82nd percentile. Student performance in Economics was at the 63rd percentile. Student performance in Management was at the 32nd percentile. Student performance in Quantitative Analysis was at the 93rd percentile. Student performance in Finance was at the 97th percentile. Student performance in Marketing was at the 42nd percentile. Student performance in Information Systems was at the 77th percentile. Student performance in International Issues was at the 60th percentile.

Acceptable Target Achievement:
Met

Reflections/Notes:
The overall performance of the IU Kokomo cohort was strong, meeting the performance benchmark. The areas of Quantitative Analysis and Finance scored the strongest at over the 90th percentile. The weakest performance was observed in the areas of Management and Marketing.

Substantiating Evidence: