

**Indiana University Kokomo  
School of Business  
Undergraduate Program  
Assessment Report  
Academic Year 2015-16**

## **I. BRIEF SUMMARY OF ASSESSMENT PLAN**

### *Highlights of the Assessment Plan*

Assurance of student learning remains a priority for the School of Business. In 2015-16, the School completed a review of its assessment process, program goals and learning outcomes. The School created a new Curriculum Management and Assurance of Learning Committee that will ensure more formal integration between assessment and curriculum decisions. The Curriculum Management and Assurance of Learning Committee organized a review of the undergraduate assessment plan, reducing the number of learning outcomes from the previous 38 outcomes to 17 outcomes and making the plan more manageable. The assessment mapping and schedule of activities were also modified. Our curriculum map has also changed and now includes assessment in courses throughout the students' career in both lower and upper-level courses.

In 2015-16, the School used course-embedded assessment techniques to gather data on the achievement of several of the newly established learning outcomes in core undergraduate courses. The faculty developed assessment forms and used benchmarks to evaluate individual student performance and establish whether the student learning in an outcome is Excellent, Acceptable, or Needs Improvement.

In order to get external validation of the assessment results, the School also used the ETS Major Field Test in Business to measure the knowledge and skills of graduates. This is an international standardized test. The 2016 comparative benchmarks from ETS are based on the sample of 108,995 students at 602 institutions worldwide. We expect our students to be better than the nationwide averages. Overall, the School's graduates performed strongly on this national test. The mean performance for the 2016 cohort was at the 59th percentile compared to the international sample of all institutions participating in the ETS Major Field Test.

The following are the highlights in our assessment of student learning:

- Mission, Program Goals and Learning Outcomes were reviewed and updated in 2015
- Course-embedded assessment data are collected every academic year
- 100 percent of the School's faculty participate in assessment of student learning
- External testing is performed with the standardized ETS Major Field Test for Business
- Curriculum Management and Assurance of Learning Committee oversees all assessment activities
- Assessment results were reviewed by all faculty in regular faculty meetings

### *Goals and Outcomes Assessed in 2015-16*

This academic year, we started a cycle of assessment that will eventually cover every learning outcome. Outcomes 1.1-1.2, 2.1-2.4, 4.1-4.3, and components of outcomes 5.1-5.2 were assessed in this academic year.

A full description of the assessment plan is available in the assessment plan document of the School. The full list of program goals and learning outcomes is presented below.

Goal 1. Communicate effectively

Outcome 1.1. Students will read critically

Outcome 1.2. Students will write effectively

Outcome 1.3. Students will speak effectively

Outcome 1.4. Students will use technology appropriately to support communication

Goal 2. Use information and technology effectively

Outcome 2. 1. Students will determine the nature and extent of information needed

Outcome 2. 2. Students will evaluate information and its sources critically

Outcome 2. 3. Students will use spreadsheet software.

Outcome 2. 4. Students will use database management software.

Goal 3. Demonstrate quantitative skills.

Outcome 3.1. Students will translate a verbal problem into mathematical notation

Outcome 3.2. Students will solve the mathematical problem that models verbal problem

Outcome 3.3. Students will use the solution of the mathematical problem to draw valid conclusions about the verbal problem

Outcome 3.4. Students will use fundamental statistical information

Goal 4. Demonstrate effective critical thinking skills.

Outcome 4. 1. Students will recognize issues that have alternative interpretations

Outcome 4. 2. Students will assess the quality of supporting evidence

Outcome 4. 3. Students will assess the implications and consequences that result from proposed conclusions

Goal 5. Demonstrate knowledge and skills in the functional areas of business.

Outcome 5. 1. Students will understand concepts in the functional areas of business including Accounting, Business law, Economics, Finance, Management, Marketing and Operations

Outcome 5. 2. Students will apply concepts in the functional areas of business including Accounting, Business law, Economics, Finance, Management, Marketing and Operations

## **II. ASSESSMENT METHODS**

### *Course-embedded Assessment*

The School used a combination of course-embedded assessment tools and an external standardized test – ETS Major Field Test. For each outcome presented in Section I, a course-embedded system of assessment was used to collect data on student performance. The Curriculum Map is provided in Appendix A. This Map demonstrates which specific courses are used for data collection for each of the learning outcomes. A complete discussion of the School's assessment methods is provided in the Assessment Plan document.

The School's Curriculum Management and Assurance of Learning Committee developed the assessment forms to evaluate the learning outcomes in each of the core curriculum courses. Please

refer to Appendix B for sample forms used to assess the outcomes in 2015-16. The forms identify the achievement of each learning outcome by classifying student performance into one of three categories – Excellent, Acceptable, or Needs Improvement.

For each outcome assessed, the data were collected for all students in a course section. For instance, the data collected in ECON-E202 course in Spring 2016 (sample form attached in Appendix B) were based on a sample of 31 students. Multiple faculty members were involved in the collection and evaluation of assessment data. In fact, we are proud to have 100 percent involvement of resident faculty in assessment over our assessment cycle. The Curriculum Management and Assurance of Learning committee reviewed all assessment results in preparation of this report. The results were also discussed with all faculty in regular faculty meetings. The summary of assessment results for each of the outcomes is presented in Appendix B and is discussed in Section III of this report.

#### *National Standardized Test*

As an additional assessment instrument, all undergraduate program graduates in the 2015-16 academic year 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 (BUS-J401). In Fall 2014, the Curriculum Management and Assurance of Learning Committee and the faculty teaching in the different areas worked to link the assessment indicators provided by the ETS to specific learning outcomes. A grid summary of these links is available in Appendix C. 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 external validation to the course-embedded assessment data.

### **III. DESCRIPTION OF ASSESSMENT RESULTS**

The course-level assessment results for 2015-16 are presented in appendix B, while ETS test results are summarized in Appendix C.

#### *Course-embedded Assessment*

In the academic year 2015-16, the School assessed both general education skills (nine outcomes) as well as knowledge and skills in the areas of business (two outcomes). The assessment results demonstrate that student performance on the general education learning outcomes was generally Excellent or Acceptable with two outcomes receiving Excellent rating and seven outcomes receiving Acceptable rating. Among the components of the two learning outcomes measuring knowledge and skills in the areas of business, three components received an Excellent rating and three components received Acceptable ratings.

Overall, the results demonstrate that student performance reaches or exceeds the level of the faculty's expectations for the learning outcomes and components assessed in academic year 2015-16.

#### *National Standardized Test*

The results of the standardized ETS Major Field Test taken by the graduates are presented in Appendix C. In particular, the Spring 2016 cohort of graduates included 23 students taking the ETS test. The mean performance of this cohort was at the 59<sup>th</sup> percentile compared to all institutions participating in the ETS testing nationally and internationally. This sample includes 108,995 students at 602 institutions worldwide. The School's faculty expects our students to be better than the average business graduate internationally. This means that the benchmark overall mean score for School of

Business graduates is to exceed the 50<sup>th</sup> percentile. In academic year 2015-16, the school's graduates met this expectation.

ETS test results are further linked to the learning outcomes assessed in the areas of business. For instance, in Spring 2016 the ETS test assessment indicators in the areas of Accounting, International Issues, and Finance were above the 70<sup>th</sup> percentile. The lowest scores this year were observed in Quantitative Analysis. The Curriculum Management and Assurance of Learning Committee will continue to monitor the quantitative analysis area with course-embedded assessment data to ensure student learning reaches the expectations of the faculty.

#### **IV. CONTINUOUS IMPROVEMENT AND ASSESSMENT**

The School's faculty and the Assessment Committee focus on the continuous improvement of the program and the assessment process itself. In 2015-16, a major revision of the assessment plan was undertaken. All faculty members reviewed the program goals and learning outcomes in their areas, as well as the courses where the assessment data are collected. As the result, a new assessment plan was prepared with a more focused list of program goals and learning outcomes and a streamlined assessment curriculum map.

In Fall 2015, the School created a Curriculum Management and Assurance of Learning Committee that will help ensure more formal integration between assessment and curriculum decisions. Upon review of our assessment plan in the AACSB accreditation process in 2015, it was suggested the School revise the program goals and outcomes to make them more manageable by consolidating the outcomes and revising the assessment cycle. In response, the Curriculum Management and Assurance of Learning Committee revised the undergraduate assessment plan, reducing the previous number of 38 total learning outcomes to 17 outcomes. The assessment mapping and calendar were also modified. In the new assessment plan, Goals 1-4 focus on general education outcomes and goal 5 focuses on business area outcomes. In addition to reducing the number of learning outcomes, the AACSB accreditation consultant and reviewers recommended staggering the assessment throughout the program to ensure higher order of skills (as per Bloom's Taxonomy) are achieved as the student progresses from freshman to senior status. Thus, our curriculum map has also changed and now includes assessment in courses throughout the students' career in both lower and upper-level courses.

An important feature of the School's assessment plan is the presence of procedures aimed at "closing the loop" and improving the program in response to the assessment results. If the benchmark level set for the course-embedded data is not reached for a particular outcome, the faculty investigate the reasons for the below-target performance. The faculty then adjust the curriculum in order to ensure the targets are met. In 2015-16, the Curriculum Management and Assurance of Learning (CMAL) Committee did not find any learning outcomes that needed improvements, however we are prepared to address such an eventuality.

Faculty use assessment results to inform their curricular design efforts. They report these changes to the CMAL. For instance, faculty members teaching the core Economics courses ECON-E201 and ECON-E202 where the assessment of learning outcomes is performed made several changes to the curriculum aimed at improving achievement of these outcomes. As there is a growing number of students who take these courses in the online format, the faculty undertook a complete re-design of the online Economics courses aimed at enhancing critical thinking skills as well as Economics content knowledge. Faculty selected an adaptive learning platform that gives students numerous examples of problems and provides instant feedback. This platform called MyEconLab is now integrated into all online Economics courses. Faculty have also designed additional assignments aimed at building critical thinking skills in the online Economics courses. These changes are now

also integrated into Economics courses developed for the entire Indiana University system as part of the IU Online initiative.

A number of changes have also been done in the area of Operations management by Professor Meybodi. These changes were outline in a report he submitted to CMAL. The coverage of material and course evaluation components have been redesigned to closely align with the assessment learning outcomes in each course. The tests have also been redesigned to assess students' performance on the learning goals and outcomes. More emphasis was placed to improve students' performance on the learning goal(s) if the aggregate performance score for the goal(s) were close to lower limit of "Acceptable". Professor Meybodi also created new group term projects or group case studies for his courses. These items provide students the opportunity to build skills such as team work, Internet research, building mathematical models, computer work, and writing the final report. These skills are important components of the learning outcomes for these courses as well as the undergraduate Business program overall.

## **V. DISSEMINATION OF RESULTS**

The School's assessment results are being disseminated in a variety of ways. The newly created Curriculum Management and Assurance of Learning (CMAL) Committee collects and reviews all assessment results. The co-chair of this committee presents a summary of assessment activities to the School's faculty and staff at regular School of Business meetings. In addition, a copy of this report is submitted to the IU Kokomo Office of Academic Affairs and summaries of the assessment report are provided to the IU Kokomo Faculty Senate Assessment Committee.

The School also maintains an assessment web site with complete information on the School's assessment activities. The information on this web site includes assessment highlights for the undergraduate Business program and the M.B.A. program, the list of learning outcomes for the undergraduate and M.B.A. programs, and the results of ETS testing of graduates. The School was one of the first on campus to develop a complete web summary of assessment and continues to enhance the web availability of assessment documents. The current address of the School's assessment web page is:

<http://www.iuk.edu/business/resources/program-assessments.php>

Highlights of the assessment activities were also provided to the campus Center for Teaching, Learning, and Assessment (CTLA) for dissemination to stakeholders. This information is now available at the CTLA web site:

[http://www.iuk.edu/ctla/assessment/results/bus\\_sum.php](http://www.iuk.edu/ctla/assessment/results/bus_sum.php)

**APPENDIX A. LEARNING OUTCOMES CURRICULUM MAP**

		A201	A202	E201	E202	E270	D301	F301	K201	L201	M301	P301	K302	S302	Z302	J401	J404
<b>Goal 1.</b>	<b>Communicate effectively</b>																
Outcome 1.1.	Read critically									Project							
Outcome 1.2.	Write effectively				Essay							Project					
Outcome 1.3.	Speak effectively																Presentation
Outcome 1.4.	Use technology to support communication								Project								
<b>Goal 2.</b>	<b>Use information and technology effectively</b>																
Outcome 2. 1.	Nature and extent of information needed														Project		
Outcome 2. 2.	Evaluate information and its sources critically														Project		
Outcome 2. 3.	Use spreadsheet software.					HW			Project			Project			Project		
Outcome 2. 4.	Use database management software.								Project						Project		
<b>Goal 3.</b>	<b>Demonstrate quantitative skills.</b>																
Outcome 3.1.	Translate a verbal problem into mathematical notation	Quiz, Exam, HW	Quiz, Exam, HW						Quiz						Exam		
Outcome 3.2.	Solve the mathematical problem that models verbal prob	Quiz, Exam, HW	Quiz, Exam, HW						Quiz						Exam		
Outcome 3.3.	Use the solution to draw valid conclusions	Quiz, Exam, HW	Quiz, Exam, HW						HW, Test	Quiz							
Outcome 3.4.	Use fundamental statistical information								HW, Test								
<b>Goal 4.</b>	<b>Demonstrate effective critical thinking skills.</b>																
Outcome 4. 1.	Recognize issues that have alternative interpretations				Exam/Forum	Essay											
Outcome 4. 2.	Assess the quality of supporting evidence				Exam/Forum												
Outcome 4. 3.	Assess the implications that result from proposed conclusions				Exam/Forum	Essay											
<b>Goal 5.</b>	<b>Demonstrate knowledge in functional areas of business.</b>																
<b>Outcome 5.1</b>	<b>Understand concepts in functional areas of business</b>																
Outcome 5.1.1	Accounting	Quiz, Exam, HW	Quiz, Exam, HW							HW, Exam							
Outcome 5.1.2	Business Law										Exam						Exam
Outcome 5.1.3	Economics			Quiz, Exam	Quiz							Exam, Exercises					
Outcome 5.1.4	Finance									HW, Exam							Exam, Project
Outcome 5.1.5	International Business						Exam										
Outcome 5.1.6	Management													Exam			Exam, Project
Outcome 5.1.7	Marketing											Exam, Exercises					Exam, Project
Outcome 5.1.8	Operations and MIS											Exam			Project		
<b>Outcome 5.2</b>	<b>Apply concepts in functional areas of business</b>																
Outcome 5.2.1	Accounting	HW, Project	Exam, HW, Project														
Outcome 5.2.2	Business Law										Exam						Exam
Outcome 5.2.3	Economics			Quiz, Exam	Quiz, Essay							Exam, Exercises					
Outcome 5.2.4	Finance									HW, Exam							Exam, Project
Outcome 5.2.5	International Business						Exam										
Outcome 5.2.6	Management														Exam		Exam, Project
Outcome 5.2.7	Marketing											Exam, Exercises					
Outcome 5.2.8	Operations and MIS											Project			Project		

**APPENDIX B. COURSE-EMBEDDED ASSESSMENT RESULTS**

IU Kokomo School of Business Assessment Results - Undergraduate Program AY 2015-16							
		Course	Excellent	Acceptable	Needs Improve ment	Score	Benchmark (Excellent / Acceptable)
<b>Goal 1.</b>	<b>Communicate effectively</b>						
Outcome 1.1.	Read critically	L201		X		82%	90% / 70%
Outcome 1.2.	Write effectively	E202 / P301	X			87%	80% / 60%
Outcome 1.3.	Speak effectively	J404					85% / 70%
Outcome 1.4.	Use technology to support communication	K201					90% / 70%
<b>Goal 2.</b>	<b>Use information and technology effectively</b>						
Outcome 2. 1.	Nature and extent of information needed	S302		X		81%	85% / 70%
Outcome 2. 2.	Evaluate information and its sources critically	S302		X		83%	85% / 70%
Outcome 2. 3.	Use spreadsheet software.	S302 / E270	X			88%	80% / 60%
Outcome 2. 4.	Use database management software.	K201 / S302		X		82%	85% / 70%
<b>Goal 3.</b>	<b>Demonstrate quantitative skills.</b>						
Outcome 3.1.	Translate a verbal problem into mathematical notation	A202 / K302					80% / 60%
Outcome 3.2.	Solve the mathematical problem that models verbal problem	A202 / K302					80% / 60%
Outcome 3.3.	Use the solution to draw valid conclusions	A202 / E270					80% / 60%
Outcome 3.4.	Use fundamental statistical information	E270					80% / 60%
<b>Goal 4.</b>	<b>Demonstrate effective critical thinking skills.</b>						
Outcome 4. 1.	Recognize issues that have alternative interpretations	E201/E202		X		82%	85% / 70%
Outcome 4. 2.	Assess the quality of supporting evidence	E201/E202		X		84%	85% / 70%
Outcome 4. 3.	Assess the implications that result from proposed conclusions	E201/E202		X		78%	85% / 70%
<b>Goal 5.</b>	<b>Demonstrate knowledge in functional areas of business.</b>						
<b>Outcome 5.1</b>	<b>Understand concepts in functional areas of business</b>						<b>80% / 60%</b>
Outcome 5.1.1	Accounting	A201					80% / 60%
Outcome 5.1.2	Business Law	L201	X			86%	80% / 60%
Outcome 5.1.3	Economics	E201/E202		X		77%	80% / 60%
Outcome 5.1.4	Finance	F301					80% / 60%
Outcome 5.1.5	International Business	D301					80% / 60%
Outcome 5.1.6	Management	Z302					80% / 60%
Outcome 5.1.7	Marketing	M301					80% / 60%
Outcome 5.1.8	Operations and MIS	P301/S302	X			90%	80% / 60%
<b>Outcome 5.2</b>	<b>Apply concepts in functional areas of business</b>						<b>80% / 60%</b>
Outcome 5.2.1	Accounting	A202					80% / 60%
Outcome 5.2.2	Business Law	L201	X			84%	80% / 60%
Outcome 5.2.3	Economics	E201/E202		X		78%	80% / 60%
Outcome 5.2.4	Finance	F301					80% / 60%
Outcome 5.2.5	International Business	D301					80% / 60%
Outcome 5.2.6	Management	Z302					80% / 60%
Outcome 5.2.7	Marketing	M301					80% / 60%
Outcome 5.2.8	Operations and MIS	P301/S302		X		86%	80% / 60%

## IU Kokomo School of Business Assessment Data Form

**Course:** E202

**Semester:** Spring 2016

Please return this form to Dmitriy Chulkov.

Please include your evaluation of the aggregate student performance measured for the assessment outcomes in the course. If you use a numerical measure in your assessment (for example, the percentage of correct answers on a test) include it under "Score". Also include your evaluation by placing a checkmark in the appropriate area.

Goal	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Students will write effectively	87%	X		
Students will recognize issues that have alternative interpretations	82%		X	
Students will assess the quality of supporting evidence.	84%		X	
Students will assess the implications and consequences that result from proposed conclusions.	78%		X	
Students will understand concepts in the functional area of Economics.	77%		X	
Students will apply concepts in the functional area of Economics.	78%		X	
Instruments used to collect data (exam, quiz, etc.): Quizzes, two essays, online discussion forum				

**Comments: (attach additional material if necessary)**

**APPENDIX C. ETS MAJOR FIELD TEST RESULTS**

**INDIANA UNIVERSITY KOKOMO  
SCHOOL OF BUSINESS**

**Assessment of Student Learning with ETS Major Field Test**

This table shows results of IU Kokomo Business students in Educational Testing Service's standardized major field test. The numbers are percentile rank scores for all categories and for each category separately for a given semester.

These percentile ranks for the IU Kokomo mean student score show how many of the ETS test takers nationally have scores below the IU Kokomo score. The 2016 comparative benchmarks from ETS are based on the sample of 108,995 students at 602 institutions worldwide. The ETS test form changes periodically making the comparison across time susceptible to this structural change. The most recent test form changes occurred in 2013.

	Spring 2009	Fall 2009	Spring 2010	Spring 2011	Spring 2012	Spring and Fall 2013	Spring and Fall 2014	Spring 2015	Spring 2016
Percentile scores									
Number of students tested	32	24	20	16	21	22	46	26	23
<b>Overall IU Kokomo Percentile</b>	<b>80</b>	<b>75</b>	<b>75</b>	<b>85</b>	<b>65</b>	<b>82</b>	<b>80</b>	<b>31</b>	<b>59</b>
Accounting	65	55	90	75	45	67	78	10	70
Economics	85	80	95	80	50	93	72	46	59
Management	90	95	85	85	78	72	69	35	51
Quantitative Analysis	55	70	95	30	90	83	47	28	22
Finance	80	75	95	45	78	79	84	79	82
Marketing	80	80	85	95	48	59	65	20	53
Legal and Social Environment	85	50	95	95	66	97	76	52	43
Information Systems	90	65	60	55	93	94	93	40	45
International Issues	75	90	95	85	70	94	82	41	76

	Outcome	Accounting	Economics	Management	Quantitative	Finance	Marketing	Legal / Social	Information Systems	International
<b>Goal 1.</b>	<b>Communicate effectively</b>									
Outcome 1.1.	Read critically									
Outcome 1.2.	Write effectively									
Outcome 1.3.	Speak effectively									
Outcome 1.4.	Use technology to support communication									
<b>Goal 2.</b>	<b>Use information and technology effectively</b>									
Outcome 2. 1.	Nature and extent of information needed								X	
Outcome 2. 2.	Evaluate information and its sources critically									
Outcome 2. 3.	Use spreadsheet software.									
Outcome 2. 4.	Use database management software.								X	
<b>Goal 3.</b>	<b>Demonstrate quantitative skills.</b>									
Outcome 3.1.	Translate a verbal problem into mathematical notation				X					
Outcome 3.2.	Solve the mathematical problem that models verbal problem				X					
Outcome 3.3.	Use the solution to draw valid conclusions				X					
Outcome 3.4.	Use fundamental statistical information									
<b>Goal 4.</b>	<b>Demonstrate effective critical thinking skills.</b>									
Outcome 4. 1.	Recognize issues that have alternative interpretations									
Outcome 4. 2.	Assess the quality of supporting evidence									
Outcome 4. 3.	Assess the implications that result from proposed conclusions									
<b>Goal 5.</b>	<b>Demonstrate knowledge in functional areas of business.</b>									
<b>Outcome 5.1</b>	<b>Understand concepts in functional areas of business</b>									
Outcome 5.1.1	Accounting	X								
Outcome 5.1.2	Business Law							X		
Outcome 5.1.3	Economics		X							
Outcome 5.1.4	Finance					X				
Outcome 5.1.5	International Business									X
Outcome 5.1.6	Management			X						
Outcome 5.1.7	Marketing						X			
Outcome 5.1.8	Operations and MIS								X	
<b>Outcome 5.2</b>	<b>Apply concepts in functional areas of business</b>									
Outcome 5.2.1	Accounting	X								
Outcome 5.2.2	Business Law							X		
Outcome 5.2.3	Economics		X							
Outcome 5.2.4	Finance					X				
Outcome 5.2.5	International Business									X
Outcome 5.2.6	Management			X						
Outcome 5.2.7	Marketing						X			
Outcome 5.2.8	Operations and MIS								X	