

**Indiana University Kokomo**  
**School of Business**  
**M.B.A. Program**  
**Assessment Report**  
**Academic Year 2014/15**

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

### *Highlights of the Assessment Plan*

Assurance of student learning remains a top priority for the School of Business. Recently, the School performed a complete revision of its program goals and learning outcomes and started a new cycle of assessment data collection in Fall 2013 in order to measure student achievement of these outcomes. Specifically, the School decided to engage in a two-year effort of assessing every general education and business area learning outcome. The goal of this assessment plan is to collect a complete set of assessment data for every outcome in advance of the School's AACSB accreditation maintenance visit in 2016. In the 2014/15 academic year, we used course-embedded assessment techniques to gather data on the achievement of these outcomes in core undergraduate courses. The faculty developed assessment forms and used benchmarks to evaluate student performance and establish whether student learning in an outcome is Excellent, Acceptable, or Needs Improvement.

As an external assessment instrument, the School also used the ETS Major Field Test for M.B.A. to measure the knowledge and skills of all graduates in 2014/15. The results of this national standardized ETS test allow for comparison of our graduates to national norms. There were 16 graduates taking the test in 2014 and the mean performance for the 2014 cohort was at the 51<sup>st</sup> percentile compared to all institutions participating in the ETS testing. The performance of the Spring 2015 cohort of 32 graduates was at the 34<sup>th</sup> percentile. The ETS sample includes 17,042 students from 238 institutions worldwide. A closer look at the results uncovered an issue with the ETS testing in 2014/15 as a number of international students started the test but did not answer any questions. This resulted in several zero scores that skewed the overall cohort results down. This issue will be addressed in future testing procedures.

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

- Mission, Program Goals and Learning Outcomes were reviewed and updated in 2013
- Course-embedded assessment data are collected every academic year
- 100 percent of the School's faculty participate in assessment of student learning
- External standardized testing is performed with the ETS Major Field Test for M.B.A.
- Assessment Committee oversees all assessment activities
- Assessment results are reviewed by all faculty in regular faculty meetings

### *Goals and Outcomes Assessed in 2014/15*

The School continues a cycle of assessment that covers every learning outcome in the 2013/14 academic year and 2014/15 academic year. A full description of the assessment plan is available in the Assessment Plan document. The list of goals and outcomes assessed is presented below.

A graduate of the Master in Business Administration program should be able to:

**Goal 1. Critically and analytically reason and solve problems.**

Outcome 1.1 – Provide identification and formulation of problem

Outcome 1.2 – Develop problem solution techniques

Outcome 1.3 – Interpret and implement solution results

**Goal 2. Communicate effectively.**

Outcome 2.1 – Write clearly and effectively for a business audience.

Outcome 2.2 – Present clearly and persuasively to a business audience.

Outcome 2.3 – Work in and lead teams.

**Goal 3. Approach organizational decisions in ethical, legal and socially responsible manner.**

Outcome 3.1 - Describe the concept of ethics and its applications.

Outcome 3.2 - Describe the impact of the legal and regulatory environment on business.

Outcome 3.3 - Discuss the social responsibility of business.

**Goal 4. Operate in dynamic and complex domestic and global organizational environments.**

Outcome 4.1 – Describe organizational synergies resulting from partnerships and global alliances.

Outcome 4.2 – Describe the opportunities and threats that accompany globalization.

**Goal 5. Demonstrate knowledge in the functional areas of business.**

Outcome 5.1 – Use financial statements to guide decision making.

Outcome 5.2 – Apply cost behavior to solve business problems.

Outcome 5.3 – Apply demand and supply theory and the concept of elasticity to managerial decisions.

Outcome 5.4 – Analyze pricing strategies used by firms in different market structures.

Outcome 5.5 – Describe the importance of quality and technology to gain a competitive advantage.

Outcome 5.6 - Apply quantitative models and technology to support managerial decision making.

Outcome 5.7 – Utilize valuation models in order to estimate the price of financial assets.

Outcome 5.8 – Describe capital budgeting theory and the theory of capital structure.

Outcome 5.9 – Develop a marketing mix to appeal to target markets.

Outcome 5.10 – Describe marketing management and strategic market planning processes.

Outcome 5.11 – Describe high performance Human Resources practices.

Outcome 5.12 – Discuss current trends in organizational behavior and leadership concepts.

**Goal 6. Integrate theory and application from various functional areas in an interdisciplinary approach.**

Outcome 6.1 – Perform competitive analysis and internal analysis of an organization, using the tools and concepts from various functional disciplines.

Outcome 6.2 – Apply knowledge from various functional areas of business to derive cross-functional synergies.

## **II. ASSESSMENT METHODS**

### *Course-embedded Assessment*

The School used a combination of course-embedded assessment tools and an external standardized ETS Major Field Test for M.B.A. 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 description of the School's assessment methods is provided in the Assessment Plan document.

The faculty identified assessment instruments such as projects, assignments, or exams that are used for data collection on each of the outcomes. The School's Assessment Committee developed the assessment forms to evaluate the learning outcomes in each of the courses. Please refer to Appendix B for sample forms used to assess the outcomes in 2014/15. The forms identify the achievement of each learning outcome in the following fashion – 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 BUKO-E542 were based on a sample of 36 students enrolled in that section in Fall 2014. Multiple faculty members were involved in the collection and evaluation of assessment data. In fact, the School is proud to have 100 percent involvement of resident faculty in assurance of student learning. The Assessment 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.

### *National Standardized Test*

All program graduates also took the standardized Educational Testing Service (ETS) exam for M.B.A. This test focuses on the integrative skills specific to M.B.A. graduates. The ETS test was listed as a requirement for completion of the program and was administered in Fall 2014 and Spring 2015 semesters. The scores were analyzed by the Assessment Committee. The ETS test provides an opportunity to compare student performance to an international sample of M.B.A. program graduates. The ETS sample includes 17,042 students from 238 institutions worldwide.

In 2014, the faculty teaching in the M.B.A. program and the Assessment Committee worked to link the assessment indicators provided by the ETS to specific learning outcomes. A grid summary of these linked outcomes is available in the Assessment Plan document. The Assessment 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-embedded assessment results for 2014/15 are presented in appendix B, while the ETS test results are summarized in Appendix C.

There were six program goals further linked to twenty-five learning outcomes that were assessed in the M.B.A. program. Each of the outcomes was assessed in at least one course, with some assessed

in as many as three different courses. The overall results were positive with nine outcomes rated at the Excellent level, and eighteen outcomes rated at the Acceptable level.

There is a marked improvement in the assessment results compared with the 2013/14 academic year. In the previous year, five learning outcomes were identified as needing improvement. All of these outcomes are at either Excellent or Acceptable level in the current academic year 2014/15. The previous annual assessment report identified that there was an unusually weak cohort of students taking the BUKO-F542 and BUKO-D542 courses in Spring 2014. Current assessment results demonstrate that the Spring 2014 cohort was in fact an anomaly, and the current year's results are in line with the expectations of the faculty for the same learning outcomes.

The results of the ETS test are presented in Appendix C. In particular, there were 16 graduates taking the test in 2014 and the mean performance for the 2014 cohort was at the 51st percentile compared to all institutions participating in the ETS testing. The performance of the Spring 2015 cohort of 32 graduates was at the 34th percentile. The ETS sample includes 17,042 students from 238 institutions worldwide. The assessment committee took a closer look at the results and uncovered an issue with the ETS testing in 2014/15 as a number of international students started the test but did not answer any questions. This resulted in several zero scores that skewed the overall cohort results down for the total score as well as the area scores and made any meaningful comparison with prior results very difficult. This issue will have to be addressed in future testing procedures.

#### **IV. USING ASSESSMENT FOR PROGRAM IMPROVEMENT**

The School's faculty and the Assessment Committee focus on the continuous improvement of the program and the assessment process itself. Recently, a major revision of the M.B.A. program assessment plan was undertaken. All faculty members teaching in the M.B.A. program 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. Academic year 2014-15 completes a two-year cycle of data collection under this assessment plan.

Program improvement in response to the assessment results is an important part of our overall assessment plan. If the benchmark is not reached for a particular outcome, the faculty teaching the course will identify the reason, consider changes to the course, and discuss the proposed changes with the Assessment Committee of the School. A similar process is successfully used in the assessment of the undergraduate Business program. Faculty members also use assessment data on their own to adjust teaching in their courses.

In 2014/15, the assessment results from the course-embedded assessment and indicate that the performance of students meets the overall expectations of the faculty.

One area where the School made a significant change was in the applied learning course BUKO-C599 Project Demonstrating Expertise. This course has been recently incorporated in the curriculum as a required applied learning experience where students get to provide consulting services to actual businesses. The faculty reviewed the assessment results and decided to establish one faculty member as a coordinator of this course as well as add project management content to this course. The ETS test for M.B.A. is now also incorporated in this course as a required graded component. The School will continue to collect and review the assessment results to assess the impact of program changes and ensure the attainment of learning outcomes by the students.

A number of changes have also been done in the area of Operations management (OM) and Management science by Professor Meybodi. The coverage of material and course evaluation components have been redesigned to closely align with the assessment learning goals for the required course in this area. 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 did syllabus benchmarking and compared various aspects of his course with comparable courses at other IU regional campuses. At the Decision Sciences Institute (DSI) international conference, he attended a number of teaching sessions related to operations management and management science. The experience learned from colleagues at other institutions was incorporated into his course. A number of computer software such as POM/QM for Windows, Minitab, Lingo, and MS Solver have been utilized in the pre-requisite courses and the graduate program OM course. Computer skills have been assessed in these courses and are also major components of the assessment learning outcomes. Professor Meybodi also created group term projects or group case studies for his course. These items provide students the opportunity to learn skills such as team work, Internet and library research, building mathematical models, computer work, and writing final reports. These skills are critical components of the learning outcomes for these courses as well as the graduate program.

## **V. DISSEMINATION OF RESULTS**

The School disseminates assessment results to stakeholders in several ways. A summary of assessment activities is presented to the School's faculty and staff at School of Business meetings. Recently, the assessment results have been discussed in the meetings of the School's advisory board that include stakeholders from the community. In addition, a copy of this report is submitted to the IU Kokomo Office of Academic Affairs. These reports are publicly available to the stakeholders of the School, including web access through the university's web site.

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 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/ba\\_mba\\_sum.php](http://www.iuk.edu/ctla/assessment/results/ba_mba_sum.php)

**APPENDIX A. ASSESSMENT CURRICULUM MAP**

Objectives/Outcomes		(Spring) D542	(Fall) E542	(Spring) F542	(Fall) L512	(Spring) J560	(Fall) M560	(Spring) M570	(Fall) Z542
<b>CRITICAL/ANALYTICAL REASONING</b>									
Provide identification and formulation of problem	1.1		Case problems	Exam				Exam, Project	
Develop problem solution techniques	1.2		Case problems	Exam				Exam, Project	
Interpret and implement solution results	1.3		Case problems	Exam				Exam, Project	
<b>COMM AND ORG MGMT SKILLS</b>									
Write clearly and effectively	2.1			Exam					
Present clearly and persuasively	2.2		Project						
Work in and lead teams	2.3		Project		Project				
<b>ETHICAL, LEGAL, SOCIAL RESPONSIBILITY</b>									
Concept of ethics	3.1				Exam				
Legal and regulatory environment	3.2				Exam, Case, Presentation				
Social responsibility of business	3.3				Exam, Case, Presentation				
<b>DYNAMIC GLOBAL ORGANIZATIONAL ENVIRONMENT</b>									
Synergies resulting from global alliances	4.1				Exam, Case, Presentation				
Opportunities and threats of globalization	4.2				Exam, Case, Presentation				
<b>FUNCTION-RELATED KNOWLEDGE</b>									
Financial statements in decision making	5.1	Exam							
Cost behavior	5.2	Exam							
Supply and demand	5.3		Exam						
Pricing in market structures	5.4		Exam						
Importance of quality	5.5							Exam, Project	
Quantitative models	5.6							Exam, Project	
Valuation models	5.7				Exam				
Capital budgeting theory	5.8				Exam				
Segment product-markets / marketing mix	5.9						Project, exercises		
Marketing management / strategic market planning	5.10						Project, exercises		
High performance Human Resources practices	5.11								Paper
Organizational behavior and leadership	5.12								Project
<b>INTEGRATIVE / INTERDISCIPLINARY</b>									
Competitive and internal analysis of organization	6.1				Exam, Case, Presentation				
Describe interaction of functional areas	6.2				Exam, Case, Presentation				

Appendix A.

Curriculum Map for M.B.A. program. The grid indicates courses used for collection of assessment data for each learning outcome.

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

## IU Kokomo School of Business Assessment Results - M.B.A. Program - AY 2014-15

Objectives/Outcomes		Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
<b>CRITICAL/ANALYTICAL REASONING</b>							
Provide identification and formulation of problem	1.1	E542/M570/F542	X	X		92%/75%/81%	90% / 70%
Develop problem solution techniques	1.2	E542/M570/F542		X		89%/78%/85%	90% / 70%
Interpret and implement solution results	1.3	E542/M570/F542	X	X		94%/74%/83%	90% / 70%
<b>COMM AND ORG MGMT SKILLS</b>							
Write clearly and effectively	2.1	M560		X		82%	85% / 70%
Present clearly and persuasively	2.2	M560		X		80%	85% / 70%
Work in and lead teams	2.3	J542	X			90%	90% / 77%
<b>ETHICAL, LEGAL, SOCIAL RESPONSIBILITY</b>							
Concept of ethics	3.1	J542		X		79%	90% / 77%
Legal and regulatory environment	3.2	J542		X		82%	90% / 77%
Social responsibility of business	3.3	J542		X		87%	90% / 77%
<b>DYNAMIC GLOBAL ORGANIZATIONAL ENVIRONMENT</b>							
Synergies resulting from global alliances	4.1	J560	X			90%	90% / 70%
Opportunities and threats of globalization	4.2	J560		X		86%	90% / 70%
<b>FUNCTION-RELATED KNOWLEDGE</b>							
Financial statements in decision making	5.1	D542		X		80%	80% / 60%
Cost behavior	5.2	D542		X		85%	80% / 60%
Supply and demand	5.3	E542		X		78%	90% / 70%
Pricing in market structures	5.4	E542	X			95%	90% / 70%
Importance of quality	5.5	M570		X		85%	90% / 70%
Quantitative models	5.6	M570		X		81%	90% / 70%
Valuation models	5.7	F542		X		82%	90% / 70%
Capital budgeting theory	5.8	F542		X		86%	90% / 70%
Segment product-markets / marketing mix	5.9	M560	X			90%	90% / 70%
Marketing management / strategic market planning	5.10	M560		X		82%	90% / 70%
High performance Human Resources practices	5.11	Z542	X			91%	90% / 70%
Organizational behavior and leadership	5.12	Z542	X			92%	90% / 70%
<b>INTEGRATIVE / INTERDISCIPLINARY</b>							
Competitive and internal analysis of organization	6.1	J560		X		86%	90% / 70%
Describe interaction of functional areas	6.2	J560	X			90%	90% / 70%

## IU Kokomo School of Business Assessment Data Form

**Course:** E542

**Semester:** Fall 2014

**Faculty:** 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
Provide identification and formulation of problem	92%	X		
Develop problem solution techniques	89%		X	
Interpret and implement solution results	94%	X		
Work in and lead teams	95%	X		
Apply demand and supply theory and the concept of elasticity to managerial decisions	78%		X	
Analyze pricing strategies used by firms in different market structures	95%	X		
Instruments used to collect data (exam, quiz, etc.): Exam, Projects, Case studies				

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

There were 36 students in this section, about half of these were international students.

## IU Kokomo School of Business Assessment Data Form

**Course:** Z542

**Semester:** Fall 2014

**Faculty:** SMITH

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
Describe high performance Human Resources practices	91	X		
Discuss current trends in organizational behavior and leadership concepts	92	X		
Instruments used to collect data (exam, quiz, etc.): -6 individual papers -Group project				

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

The class was approximately half international students

## IUK School of Business Assessment Data Form

Course: D542

Semester: Spring 2015

Faculty: Cox

Goal	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Use financial statements help decision makers	79.8% <sup>a</sup>		X	
Apply cost behavior to solve business problems	84.5% <sup>b</sup>		X	

<sup>a</sup> Based on problems 1-9, 22, and 23 from exam 1

<sup>b</sup> Based on problems 21, 23, and 25 from exam 2.

Comments: These results were much better than the spring 2014 performance. There were 31 students who finished this class. The only concern from an assessment standpoint is that the writing skills of this group of students were below what would be expected at the MBA level by a U.S. employer. Well over half of the students were from Saudi Arabia. The content of their essay questions was, on average, MBA-level acceptable. I tended to grade essays based on that content and did not lower grades significantly when students were writing in their second language.

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

**INDIANA UNIVERSITY KOKOMO  
SCHOOL OF BUSINESS**

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

The data represents results of IU Kokomo MBA students in Educational Testing Service's standardized MFT test for MBA. The test is taken by graduating students in the Spring semester. The numbers are percentile rank scores for all categories and for each category separately for a given semester. The percentile ranks are in relation to the national comparative data sample received from the ETS. This sample includes 17,042 students from 238 institutions.

	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2013	Spring and Fall 2014	Spring 2015
Percentile scores								
Number	24	13	19	27	11	19	16	32
<b>Overall IUK Percentile</b>	<b>85</b>	<b>95</b>	<b>85</b>	<b>95</b>	<b>90</b>	<b>80</b>	<b>51</b>	<b>34</b>
Marketing	85	95	80	95	80	57	48	30
Management	80	95	80	95	85	77	40	21
Finance	80	90	85	85	95	74	58	52
Managerial Accounting	75	95	90	95	90	91	78	30
Strategic Integration	85	95	80	90	90	65	45	42

In Spring 2012, the MBA students took the ETS Business Major Field Test in order to measure the knowledge in the areas of Business to complement the MBA MFT tests taken in other years. The results appear below and show percentile ranks for each area. The sample includes 80,806 students at 585 institutions.

	Spring 2012
Percentile scores	
Number of students tested	17
<b>Overall IU Kokomo Percentile</b>	<b>91</b>
Accounting	96
Economics	90
Mgmt	86
Quantitative Analysis	75
Finance	94
Marketing	75
Legal/Social Environ.	59
Information Systems	97
International Issues	70