

**Indiana University Kokomo
School of Business
Assessment Plan
School Years 2013-14 and 2014-15**

UNDERGRADUATE BUSINESS PROGRAM

I. PROGRAM'S MISSION

The following is the School of Business mission statement revised and adopted in Spring 2013.

The School of Business provides innovative, quality, and cost-effective undergraduate and graduate business education in North Central Indiana. The School prepares students with the skills to excel and function responsibly in a diverse global economy. The faculty is dedicated to excellence in teaching, research, and service.

The School's mission statement fits with the focus of the University's mission to meet the educational needs of North Central Indiana. Furthermore, the program's mission states the faculty's commitment to excellence in teaching, as well as research and service. The following is the mission statement of Indiana University Kokomo.

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of north central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

II. PROGRAM GOALS AND LEARNING OUTCOMES

Goals of the undergraduate program as well as the learning outcomes are driven by the mission of the School. In particular, these goals are reflected in the philosophy of balanced education that prepares students for effective and ethical decision-making and leadership.

The goals have been reviewed by the School in Spring 2013. The number of learning outcomes has been reduced significantly as the outcomes were re-written and focused on the goals and the mission of the program. There are four general education goals 1 – 4. These general education skills are designed to be consistent with the general education goals and outcomes approved by the IU Kokomo Faculty Senate. Further, there are a number of learning outcomes related to the content areas of business under goal 5.

A graduate of the business program should be able to:

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. Analyze and record accounting transactions.
- Outcome 5.2. Identify, describe, and prepare each of the major financial statements.
- Outcome 5.3. Explain how financial statements help decision makers.
- Outcome 5.4. Apply cost behavior to solve business problems.
- Outcome 5.5. Apply demand and supply analysis.
- Outcome 5.6. Derive the different measures of costs, revenues, and profits.
- Outcome 5.7. Explain the pricing implications of market structures.
- Outcome 5.8. Define inflation, unemployment and GDP.
- Outcome 5.9. Distinguish between fiscal and monetary policies, their goals, and their controlling authorities
- Outcome 5.10. Utilize valuation models to estimate the price of financial assets.
- Outcome 5.11. Apply capital budgeting theory, including the estimation of incremental after-tax cash flows and the use of the Net Present Value method.
- Outcome 5.12. Describe the influence of national, international and intercultural factors on strategic choices, including on decisions to make direct foreign investments.

- Outcome 5.13. Describe and apply the major theories that explain why trade and investment occur.
- Outcome 5.14. Describe the concept of ethics and its impact on leadership, decision-making, and socially responsible strategies.
- Outcome 5.15. Describe the impact of the legal and regulatory environment on business.
- Outcome 5.16. Perform competitive analysis.
- Outcome 5.17. Describe major theories of leadership and motivation.
- Outcome 5.18. Describe ethical human resource management practices.
- Outcome 5.19. Discuss the impact of IS on organization structure, business processes, and decision-making effectiveness.
- Outcome 5.20. Segment product markets and select target markets.
- Outcome 5.21. Develop a marketing mix to appeal to target markets.
- Outcome 5.22. Describe the importance of quality and technology to gain competitive advantage.
- Outcome 5.23. Apply quantitative models and technology to support managerial decision making.

III. Curriculum Map

Appendix A provides the curriculum map for the learning outcomes and their components. The map identifies which courses are used for assessment of the outcomes presented above.

IV. Assessment of student learning activities planned for the following two academic years

Course-embedded Assessment

As the goals and learning outcomes of the undergraduate Business program were revised in Spring 2013, we intend to complete a cycle of assessment data collection in 2013-14 and 2014-15 academic years that will allow us to measure the attainment of these goals and outcomes. This cycle of assessment will be repeated twice to ensure data validity. A curriculum map showing the assessment points for each learning outcome is attached in Appendix A.

The assessment is performed using course-embedded techniques. The Assessment Committee develops assessment forms and rubrics, and the faculty members teaching each of the courses identified in the Curriculum map incorporate assessment tasks into their courses. All outcomes are assessed in required courses identified in the Curriculum Map. The School's Assessment Committee works with the faculty teaching these courses in setting up the specific assessment mechanism. The assessment components and rubrics are developed by the faculty and the Assessment Committee. Appendix B presents a sample rubric that identifies the components and performance standards for outcome 1.2 (writing), as well as a sample assessment data collection form for a required course.

Benchmarks

Utilizing the course-embedded system of assessment will allow for detailed outcome-level data on achievement of the outcomes connected to each program goal. The Assessment Committee developed rubrics and assessment data collection forms for assessing student achievement of the outcomes.

Please refer to Appendix B for a sample rubric and a sample form. The forms identify the performance levels in the following fashion – Level I (Exemplary achievement of the outcome), Level II (Satisfactory achievement of the outcome), Level III (Outcome achievement needs improvement). The program benchmark is set for 85 percent of students that completed the course with a passing grade to achieve Level I or Level II performance.

National standardized testing

The School also collects assessment data on Business-related outcomes by using a standardized national test that covers the functional areas of business. This is the ETS Major Field Test for Business. The Assessment Committee of the School reviews the results and reports the results to the faculty and other stakeholders. The ETS test provides data comparable to over 500 institutions worldwide.

The faculty of the School requested a copy of the test from the ETS, and examined the test questions to establish a link with the program goals and outcomes. Faculty members from various areas participated in the evaluation of ETS test questions. ETS reports test results as nine assessment indicators measuring the achievement in nine areas of business. Appendix C presents a mapping of the ETS assessment indicators to the School's program outcomes. The data received from the ETS test will measure student performance on these specific outcomes. Please refer to the table in Appendix C for details.

Since the ETS data is reported in the nine assessment indicators for Business, this is the unit of data used in our assessment. The faculty will examine the scores for each assessment indicator, and use the map presented in Appendix C to trace the score back to the program outcomes.

The ETS testing is performed for all program graduates in the Fall and the Spring semester. The test is taken as part of the capstone course.

Benchmarks

The ETS test allows us to get external validation of student performance, and to compare performance of our students with that of over 100,000 students at over 500 other institutions. The ETS reports an overall mean score for the program in the nine areas of business, and individual student scores for the complete test. We expect our students to perform at better than the national average level. We also expect the program to have overall mean scores that are above the National average. The benchmark for Excellence for the program is to have program-level mean scores for each of the nine areas of business above the 75th percentile of all institutions participating in the ETS testing. The benchmark for Satisfactory performance is to have program-level mean scores for each of the nine areas of business above the 50th percentile of all institutions participating in the ETS testing worldwide.

APPENDIX A. CURRICULUM MAP

		A201	A202	E201	E202	E270	D301	F301	K201	L201	M301	P301	K302	S302	Z302	J401	J404
Goal 1.	Communicate effectively																
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								
Goal 2.	Use information and technology effectively																
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
Goal 3.	Demonstrate quantitative skills.																
Outcome 3.1.	Translate a verbal problem into mathematical notation		Quiz, Exam										Exam				
Outcome 3.2.	Solve the mathematical problem that models verbal problem		Quiz, Exam										Exam				
Outcome 3.3.	Use the solution to draw valid conclusions		Quiz, Exam			HW, Test											
Outcome 3.4.	Use fundamental statistical information					HW, Test											
Goal 4.	Demonstrate effective critical thinking skills.																
Outcome 4. 1.	Recognize issues that have alternative interpretations			Exam, Forum	Essay												
Outcome 4. 2.	Assess the quality of supporting evidence			Exam, Forums													
Outcome 4. 3.	Assess the implications that result from proposed conclusions			Exam, Forums													
Goal 5.	Demonstrate knowledge in functional areas of business.																
5.1	Analyze and record accounting transactions.	Quiz, Exam															
5.2	Identify and prepare major financial statements.	Quiz, Exam															
5.3	Financial statements in decision making		Quiz, Exam														
5.4	Cost behavior		Quiz, Exam														
5.5	Supply and demand			Exam	Quiz, Exam												
5.6	Cost, revenue, and profit measures			Exam													
5.7	Pricing and market structures			Exam													
5.8	Measures of inflation, unemployment and GDP				Quiz, Exam												
5.9	Fiscal and monetary policies				Quiz, Exam												
5.10	Valuation models									Quiz, Exam							
5.11	Capital budgeting theory and its application									Quiz, Exam							
5.12	National, international and intercultural factors						Exam										
5.13	Theories of trade and investment						Exam										
5.14	Concept of ethics																Groupwork
5.15	Legal and regulatory environment									Exam							
5.16	Competitive analysis																Exam, Project
5.17	Theories of leadership and motivation													Exam			
5.18	Human resource management practices																Groupwork
5.19	Impact of IS on organization														Exam, Case		
5.20	Segment product markets										Exams, exercises						
5.21	Develop marketing mix										Exams, exercises						
5.22	Importance of quality and technology											Exam, Project					
5.23	Quantitative models to support decision-making																Exam, Project

APPENDIX B. SAMPLE ASSESSMENT RUBRIC

IU Kokomo School of Business Assessment Data Form

Course: E202

Semester: Spring 2014

Faculty: _____

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				
Students will recognize issues that have alternative interpretations				
Apply supply and demand analysis.				
Define inflation, unemployment and GDP.				
Distinguish between fiscal and monetary policies, their goals, and their controlling authorities.				
Instruments used to collect data (exam, quiz, etc.):				

Comments: (what methods were used in evaluation, attach additional material if necessary)

Outcome: “Students will write effectively”

Date: _____

Rater: _____

Course: _____

Student: _____

Instructions to the evaluator: For each of the four components, enter a score in the far right column that reflects your evaluation. You can use up to one decimal place (i.e. 2.3). All scores must fit into the range from 1.0 to 3.0.

COMPONENT	Unacceptable = 1.0	Acceptable = 2.0	Exemplary = 3.0	Score
Organization	Uneven and ineffective overall organization, unfocused introduction or conclusion.	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas, organizes them logically with paragraphs and connects them with effective transitions. Goes beyond "average" in delivering a conclusion that is well documented and persuasive.	
Spelling and Grammar	Writing contains frequent spelling and grammar errors which interfere with comprehension	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.	The writing is essential error-free in terms of spelling and grammar.	
Sufficiency and Quality of Research and Evidence	Most ideas unsupported, confusion between personal and external evidence, reasoning flawed.	Presents ideas in general terms, support for ideas is present but may need clarification.	Supports most ideas with effective examples, references, and details, makes key distinctions	

**APPENDIX C. ETS TEST MAPPING
FOR PROGRAM OUTCOMES**

		Accounting	Economics	Management	Quantitative	Finance	Marketing	Legal / Social	Information Systems	International
Goal 1.	Communicate effectively									
Outcome 1.1.	Read critically									
Outcome 1.2.	Write effectively									
Outcome 1.3.	Speak effectively									
Outcome 1.4.	Use technology to support communication									
Goal 2.	Use information and technology effectively									
Outcome 2. 1.	Nature and extent of information needed									
Outcome 2. 2.	Evaluate information and its sources critically									
Outcome 2. 3.	Use spreadsheet software.									
Outcome 2. 4.	Use database management software.									
Goal 3.	Demonstrate quantitative skills.									
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									
Goal 4.	Demonstrate effective critical thinking skills.									
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									
Goal 5.	Demonstrate knowledge in functional areas of business.									
5.1	Analyze and record accounting transactions.	X								
5.2	Identify and prepare major financial statements.	X								
5.3	Financial statements in decision making	X								
5.4	Cost behavior	X								
5.5	Supply and demand		X							
5.6	Cost, revenue, and profit measures		X							
5.7	Pricing and market structures		X							
5.8	Measures of inflation, unemployment and GDP		X							
5.9	Fiscal and monetary policies		X							
5.10	Valuation models					X				
5.11	Capital budgeting theory and its application					X				
5.12	National, international and intercultural factors									X
5.13	Theories of trade and investment									X
5.14	Concept of ethics							X		
5.15	Legal and regulatory environment							X		
5.16	Competitive analysis			X						
5.17	Theories of leadership and motivation			X						
5.18	Human resource management practices			X						
5.19	Impact of IS on organization								X	
5.20	Segment product markets						X			
5.21	Develop marketing mix						X			
5.22	Importance of quality and technology			X						
5.23	Quantitative models to support decision-making				X					