

Indiana University Kokomo
School of Business
M.B.A. Program
Assessment Report
Academic Year 2017-18

I. BRIEF SUMMARY OF ASSESSMENT PLAN

Highlights of the Assessment Plan and Results

Assessment and assurance of student learning is a top priority for the IU Kokomo School of Business. The School's Curriculum Management and Assurance of Learning Committee designed the M.B.A. graduate program assessment plan as well as its program goals and outcomes. In the 2017-18 academic year, the School continued to use course-embedded assessment techniques to gather data on the achievement of these outcomes in core graduate 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 continued to use the ETS Major Field Test for Business to measure the knowledge and skills of all graduates. The results of this national standardized ETS test allow for comparison of our graduates to national norms. There were 20 graduates taking the test in Fall 2017 and Spring 2018 and the mean performance for the cohort was at the 76th percentile compared to all institutions participating in the ETS testing worldwide. The ETS sample includes 80,806 students from 585 institutions. The School also adopted a new assessment tool that measures student performance on the advanced management simulation and compares student performance to a national sample of over 1,100 M.B.A. students.

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

- Mission, Program Goals and Learning Outcomes are regularly reviewed and updated with the next M.B.A. program review scheduled in 2018
- Course-embedded assessment data are collected every academic year
- 100 percent of the School's graduate program faculty participate in assessment of student learning over the assessment cycle
- External standardized testing is performed with the ETS Major Field Test
- Curriculum Management and Assurance of Learning Committee oversees all assessment activities
- Assessment results are reviewed by all faculty in regular faculty meetings

Goals and Outcomes Assessed in 2017-18

This academic year, we continued a cycle of assessment that eventually covers every learning outcome. Outcomes 1.1-1.3, 2.1-2.3, 6.1-6.2, 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 School's Assessment Plan document. The full list of goals and outcomes 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 - Analyze 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 – Analyze organizational synergies resulting from partnerships and global alliances.

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

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

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

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

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, external standardized test, and performance on a national management simulation assignment. For the outcomes 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 Curriculum Management and Assurance of Learning Committee developed the assessment forms to evaluate the learning outcomes in each of the courses in 2017-18. The forms identify the achievement of each learning outcome in the following categories – Excellent, Acceptable, or Needs Improvement.

The Curriculum Management and Assurance of Learning Committee reviewed all assessment results in preparation of this report. The results were then reported and discussed with all faculty in regular faculty meetings. The summary of course-embedded assessment results for each of the outcomes is presented in Appendix B.

There was a new course-embedded assessment instrument in 2017-18 as the students participated in the web-based simulation from Marketplace Simulations in BUKO-J561 course. Specifically, the students completed Advanced Strategic Corporate Management simulation and data were collected on their performance in comparison to a national sample of over 1,100 M.B.A. students. The assurance of learning assessment (AOLA) is embedded in the simulation exercises. All students enrolled in J561 complete the assessment in that class. The AOLA asks the students questions pertaining to strategic management, but focuses primarily on the application of that knowledge to the competitive environment in the simulation. A report on this simulation was prepared by the faculty teaching this course and is included in Appendix D.

National Standardized Test

All program graduates also took the standardized Educational Testing Service (ETS) exam. The ETS test provides an opportunity to compare student performance to an international sample of Business program graduates. The ETS sample includes 80,806 students from 585 institutions worldwide.

The School's faculty teaching in the M.B.A. program and the Curriculum Management and Assurance of Learning Committee 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 2017-18 are presented in appendix B, while the ETS test results for the M.B.A. program graduates are summarized in Appendix C, and the management simulation results are summarized in Appendix D.

Course-embedded Assessment

There were four program goals further linked to ten learning outcomes that were assessed in academic year 2017-18. The results were positive with five outcomes rated at the Excellent level, and five outcomes rated at the Acceptable level. Assessment of business area outcomes 5.1-5.2 was performed solely in the Economics and Management components in this year through exams and the strategic management simulation. Complete assessment of these outcomes is scheduled for academic year 2018-19.

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 2017-18.

National Standardized Test

The results of the ETS test for Business taken by the program graduates are presented in Appendix C. In particular, there were 20 graduates taking the test in Fall 2017 and Spring 2018 and the mean performance for this cohort was at the 76th percentile compared to all institutions participating in the ETS testing.

ETS test results are further linked to the learning outcomes assessed in the areas of business. In 2017-18, the ETS test assessment indicators in the areas of Finance, Accounting, Economics, Information Systems, and International Issues were all above the 90th percentile. The lowest scores this year were observed in Management and Marketing. The Curriculum Management and Assurance of Learning Committee continues to monitor student performance in these areas.

As an additional nationally-normed assessment instrument, the School also collected data on student performance on the web-based management simulation. The students in BUKO-J561 completed a simulation from Marketplace Simulations. Specifically, they are involved in Advanced Strategic Corporate Management. The assurance of learning assessment (AOLA) is embedded in this course. All students enrolled in BUKO-J561 in spring 2018 completed the assessment in the class. The AOLA asked the questions pertaining to strategic management, but focused primarily on the application of that knowledge to the competitive environment in the simulation. The results for the cohort of 15 students were above the national mean score based on the overall sample of 1,100 students. The faculty interpret this result as meeting the expectations for our students.

IV. USING ASSESSMENT FOR PROGRAM IMPROVEMENT

The School's faculty focus on the continuous improvement of the program and the assessment process itself. 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 Curriculum Management and Assurance of Learning 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.

The faculty formed an M.B.A. program review taskforce and plans to conduct an extensive review of the M.B.A. program in the 2018-19 academic year. This follows a successful review process completed recently for the undergraduate Business program. The recommendations of the program review taskforce are based on the review of assessment data, surveys of stakeholders, and benchmarking of similar programs. The CMAL committee will work with the faculty to follow through on the program review recommendations in the 2018-19 academic year.

V. DISSEMINATION OF RESULTS

The School disseminates assessment results to stakeholders in several 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 through the Taskstream software. These reports are publicly available to the stakeholders of the School, including web access through the university's web site.

The School also maintains its own 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

APPENDIX A. ASSESSMENT CURRICULUM MAP

Objectives/Outcomes	(Spring) D542		(Fall) E542	(Spring) F542	(Fall) L512	(Spring) J560	(Fall) M560	(Spring) M570	(Fall) Z542
	CRITICAL/ANALYTICAL REASONING								
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	
COMM AND ORG MGMT SKILLS									
Write clearly and effectively	2.1			Exam					
Present clearly and persuasively	2.2		Project						
Work in and lead teams	2.3		Project		Project				
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY									
Concept of ethics	3.1				Exam				
Legal and regulatory environment	3.2				Exam, Case, Presentation				
Social responsibility of business	3.3				Exam, Case, Presentation				
DYNAMIC GLOBAL ORGANIZATIONAL ENVIRONMENT									
Synergies resulting from global alliances	4.1				Exam, Case, Presentation				
Opportunities and threats of globalization	4.2				Exam, Case, Presentation				
FUNCTION-RELATED KNOWLEDGE									
Understand concepts in Accounting	5.1.1	Exam							
Understand concepts in Economics	5.1.2		Exam						
Understand concepts in Finance	5.1.3			Exam					
Understand concepts in Management	5.1.4				Exam, Case				Paper, Project
Understand concepts in Marketing	5.1.5						Project, exercises		
Understand concepts in Operations	5.1.6							Exam, Project	
Apply concepts in Accounting	5.2.1	Exam							
Apply concepts in Economics	5.2.2		Exam						
Apply concepts in Finance	5.2.3			Exam					
Apply concepts in Management	5.2.4				Exam, Case				Paper, Project
Apply concepts in Marketing	5.2.5						Project, exercises		
Apply concepts in Operations	5.2.6							Exam, Project	
INTEGRATIVE / INTERDISCIPLINARY									
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 2017/18

	Objectives/Outcomes	Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
1.	Critically and analytically reason and solve problems						
1.1	Provide identification and formulation of problem	E542/M570	X			88%	90% / 70%
1.2	Develop problem solution techniques	E542/M570	X			90%	90% / 70%
1.3	Interpret and implement solution results	E542/M570	X			95%	90% / 70%
2.	Communicate effectively						
2.1	Write clearly and effectively	E542/M560		X		85%	85% / 70%
2.2	Present clearly and persuasively	E542/M560	X			98%	85% / 70%
2.3	Work in and lead teams	E542/J542	X			93%	90% / 70%
3.	Ethical, legal and socially responsibility						
3.1	Concept of ethics	J542				Not Assessed	90% / 77%
3.2	Legal and regulatory environment	J542				Not Assessed	90% / 77%
3.3	Social responsibility of business	J542				Not Assessed	90% / 77%
4.	Dynamic global organizational environment						
4.1	Synergies resulting from global alliances	J560				Not Assessed	90% / 70%
4.2	Opportunities and threats of globalization	J560				Not Assessed	90% / 70%
5.	Functional areas of business						
5.1	Understand concepts in areas of business						
5.1.1	Accounting	D542				Not Assessed	90% / 70%
5.1.2	Economics	E542		X		80%	90% / 70%
5.1.3	Finance	F542				Not Assessed	90% / 70%
5.1.4	Management	Z542/J561		X		Simulation	90% / 70%
5.1.5	Marketing	M560				Not Assessed	90% / 70%
5.1.6	Operations	M570				Not Assessed	90% / 70%
5.2	Apply concepts in areas of business						
5.2.1	Accounting	D542				Not Assessed	90% / 70%
5.2.2	Economics	E542		X		79%	90% / 70%
5.2.3	Finance	F542				Not Assessed	90% / 70%
5.2.4	Management	Z542/J561		X		Simulation	90% / 70%
5.2.5	Marketing	M560				Not Assessed	90% / 70%
5.2.6	Operations	M570				Not Assessed	90% / 70%
6.	Integrate theory and application from various functional areas						
6.1	Competitive and internal analysis of organization	J561		X		Simulation	90% / 70%
6.2	Describe interaction of functional areas	J561		X		Simulation	90% / 70%

IU Kokomo School of Business Assessment Data Form

Course: BUKO-E542

Semester: Fall 2017

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	88%	X		
Develop problem solution techniques	90%	X		
Interpret and implement solution results	95%	X		
Work in and lead teams	93%	X		
Present clearly and persuasively to a business audience	98%	X		
Understand concepts in Economics	80%		X	
Apply concepts in Economics	79%		X	
Instruments used to collect data (exam, quiz, etc.): Individual exams, semester-long case study project, presentations				

Comments: (Explain/summarize data and attach additional material if necessary)

Data were collected in the midterm and final exams, as well as in a sequence of case study assignments over the semester. Overall evaluation is that problem solving and presentation skills were particularly strong in this cohort of students, while the knowledge and skills in Economics meet expectations.

APPENDIX C. ETS MAJOR FIELD TEST RESULTS

**INDIANA UNIVERSITY KOKOMO
SCHOOL OF BUSINESS**

Assessment of Student Learning with ETS Major Field Test

The data show the results of IU Kokomo MBA students in Educational Testing Service's standardized Major Field Tests. All graduating students take the test. The numbers represent percentile rank scores for all categories and for each category separately for a given semester. Currently, the MBA students take 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. These results appear below and show percentile ranks for each area. The sample includes 80,806 students at 585 institutions.

	Spring 2012	Fall 2017 and Spring 2018
Percentile scores		
Number of students tested	17	20
Overall IU Kokomo Percentile	91	76
Accounting	96	91
Economics	90	90
Management	86	17
Quantitative Analysis	75	85
Finance	94	98
Marketing	75	24
Legal/Social Environ.	59	44
Information Systems	97	93
International Issues	70	90

Earlier, the students took the Major Field Test for MBA focusing on MBA-specific knowledge and skills. The sample for the Major Field Test for MBA sample includes 35,418 students from 274 institutions.

	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2013	Spring and Fall 2014	Spring 2015	Fall 2015 and Spring 2016	Fall 2016 and Spring 2017
Percentile scores										
Number	24	13	19	27	11	19	16	32	26	20
Overall IUK Percentile	85	95	85	95	90	80	51	34	29	24
Marketing	85	95	80	95	80	57	48	30	23	6
Management	80	95	80	95	85	77	40	21	17	17
Finance	80	90	85	85	95	74	58	52	52	64
Managerial Accounting	75	95	90	95	90	91	78	30	45	19
Strategic Integration	85	95	80	90	90	65	45	42	26	22

APPENDIX D. MANAGEMENT SIMULATION ASSESSMENT RESULTS

IU Kokomo School of Business

J561 Advanced management Simulation Assessment Report

Spring 2018

The students in BUKO-J561 complete in a web-based simulation from Marketplace Simulations. Specifically, they are involved in the level entitled Advanced Strategic Corporate Management. The assurance of learning assessment (AOLA) is embedded in the course. All students enrolled in J561 in spring 2018 completed the assessment in class. It was web-based, and was completed in the 13th week of the semester. The AOLA asks the questions pertaining to strategic management, but focuses primarily on the application of that knowledge to the competitive environment in the simulation.

Overall evaluation: Meets Expectations

The Assessment is designed to test the student's ability to

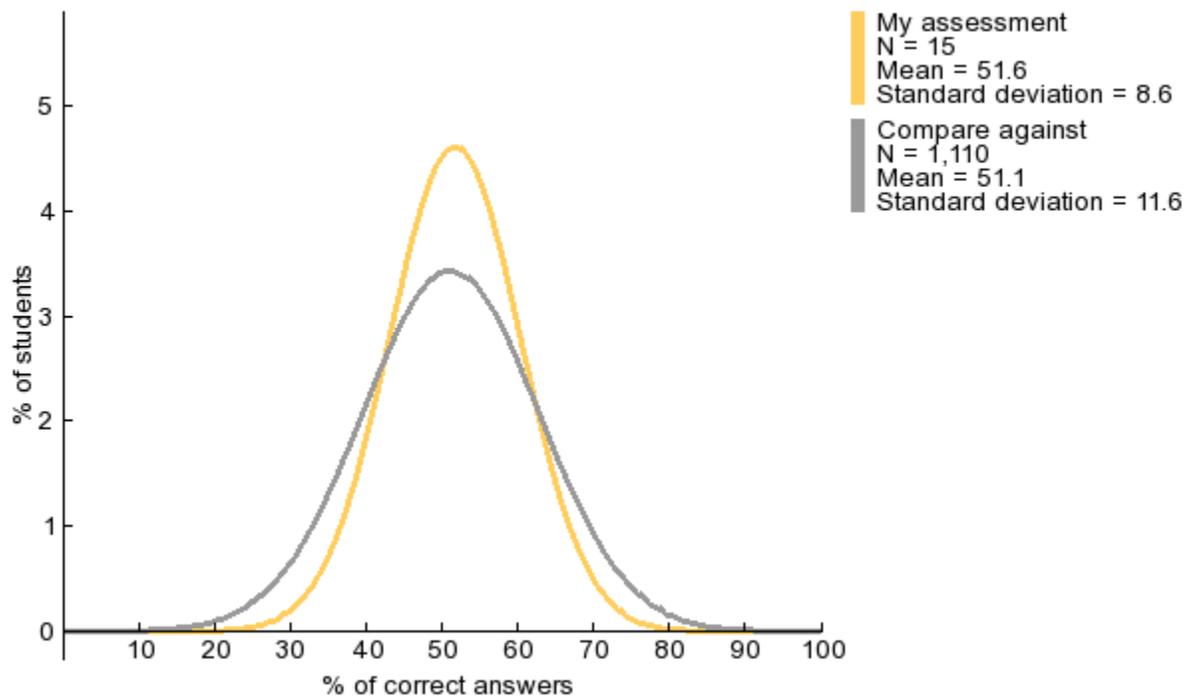
1. Perceive , comprehend and predict the business conditions within which they compete;
2. Understand their current and future conditions within each functional area;
3. Develop an integrative perspective of business; and
4. Use the tools of management to understand the firm's position in the market

Learning Goal	Means by which the Goal is Accomplished
Instructor Interaction and Feedback	The COLA provides detailed feedback to instructors in terms of student and team weaknesses. Instructors can, in turn, coach the students regarding what will help them to overcome these weaknesses. Coaches can refer to tools that will help students understand their current position, draw meaningful conclusions, and extrapolate the data into the future. Coaches might also stress spending more time analyzing data and engaging in productive debates regarding the opportunities and threats facing the firm.
Reflective Thinking	The COLA tests the student's ability to thoughtfully analyze the market, operational and financial data. It also engages the student to extrapolate the firm's current situation into the future based on his/ her assessment of competitive threats and new opportunities. The questions challenge the students to think more deeply about their business, potentially encouraging them to ask similar questions on their own.
Analytical Skills	Questions on the COLA require the use of the tools of management to understand the firm's current situation and its position relative to its competitors. The questions may highlight tools that are not used or well understood, thus encouraging students to broaden their perspective on the business.
Financial Analysis and Reporting	The historical and pro forma financial statements and profit analysis reports are among the more important tools available to the students in the simulation. The frequency with which COLA tests the student's knowledge of the firm's financial situation underscores the importance of this information to the management of the firm.
Integration	The COLA asks an assortment of questions in each of the functional areas of the firm. If a student has limited knowledge of the other functions, it is painfully obvious. This palpable lack of knowledge can stir students to look more closely at all of the disciplines.
Knowledge Application	To do well on the COLA, student must be able to apply a thought process couched in business terms, principles and ways of thinking. The ability to think and reason in business terms can be a source of encouragement for many students.

Comparative report

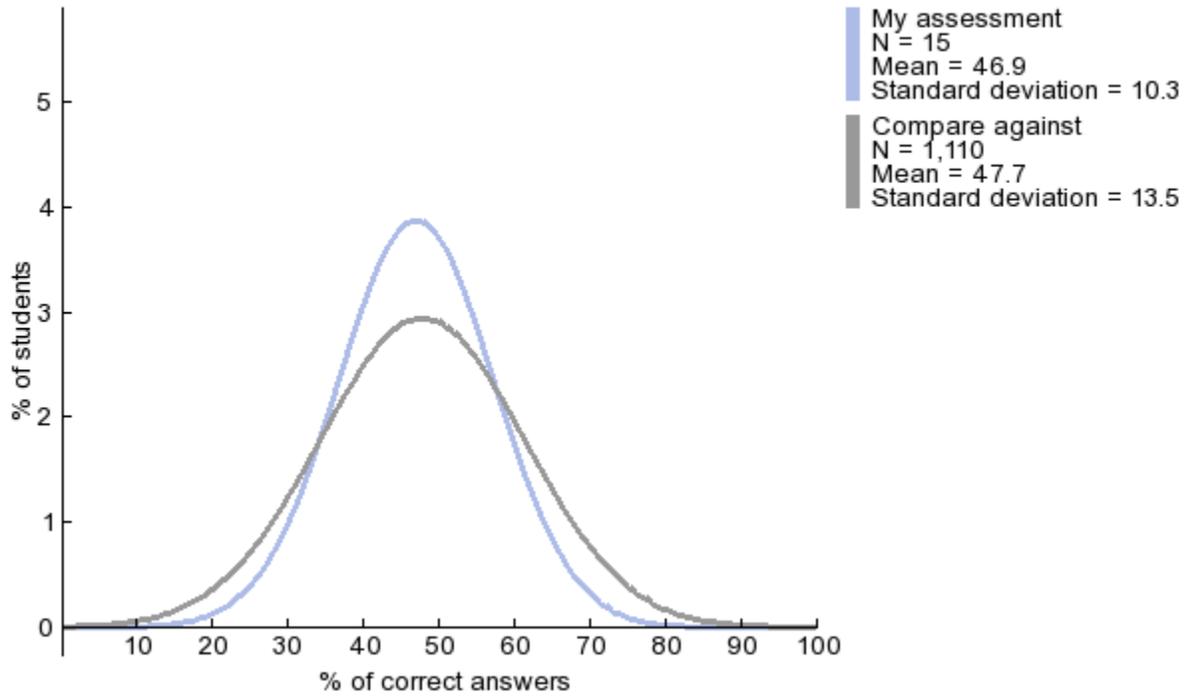
Prepared by Professor A. Smith
Spring 18

Overall Distribution

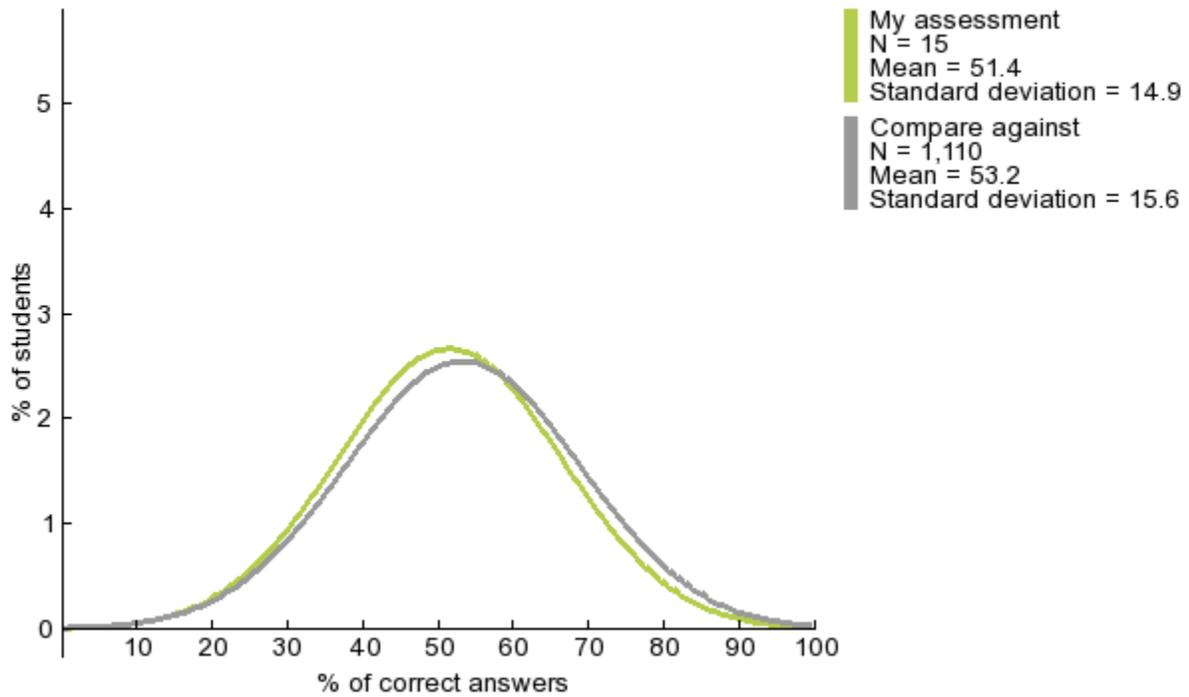


Distribution by Functional Area

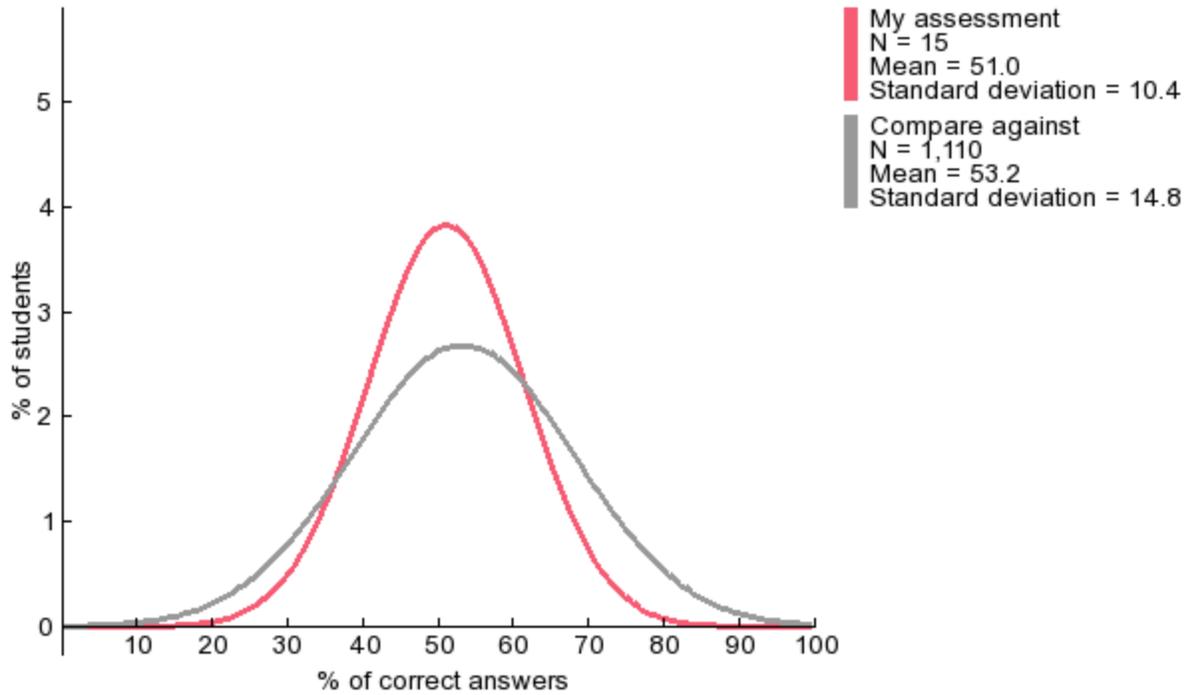
Marketing



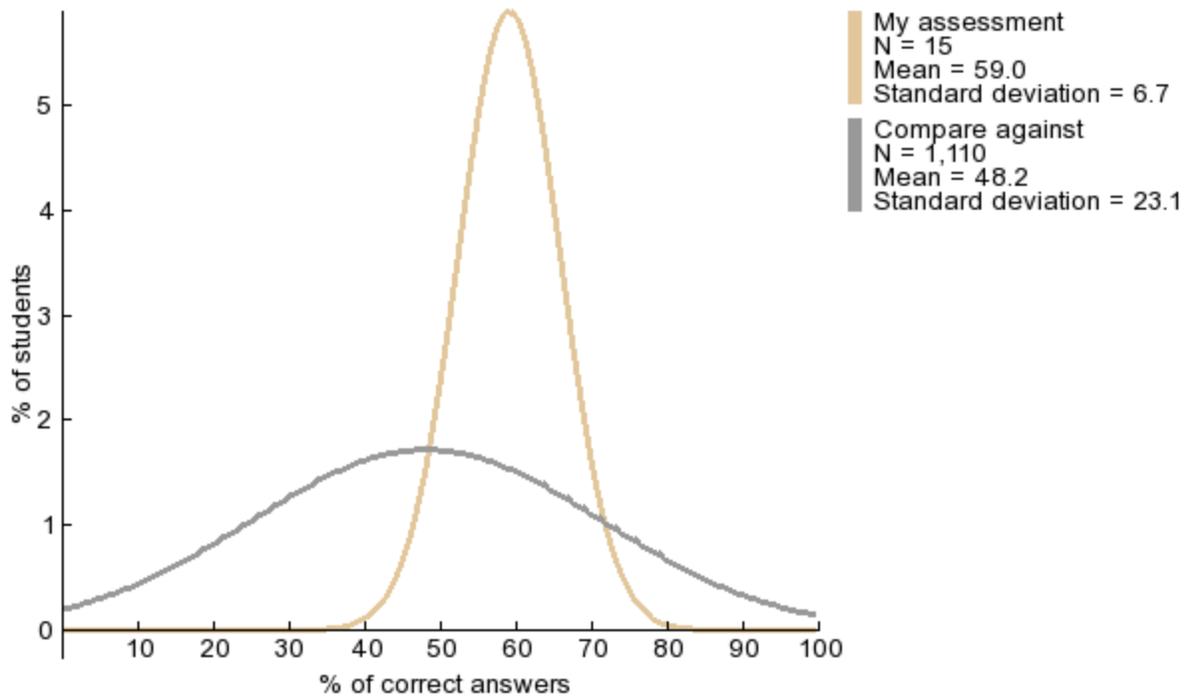
Sales Channel Management



Finance and Accounting

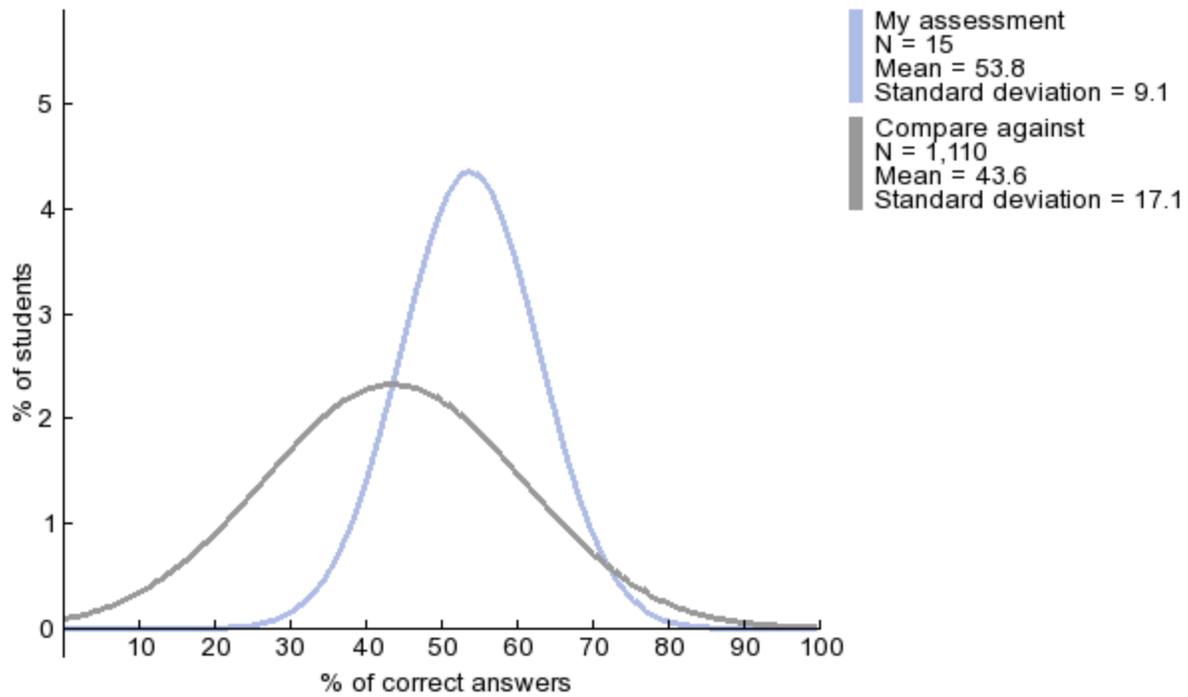


Manufacturing

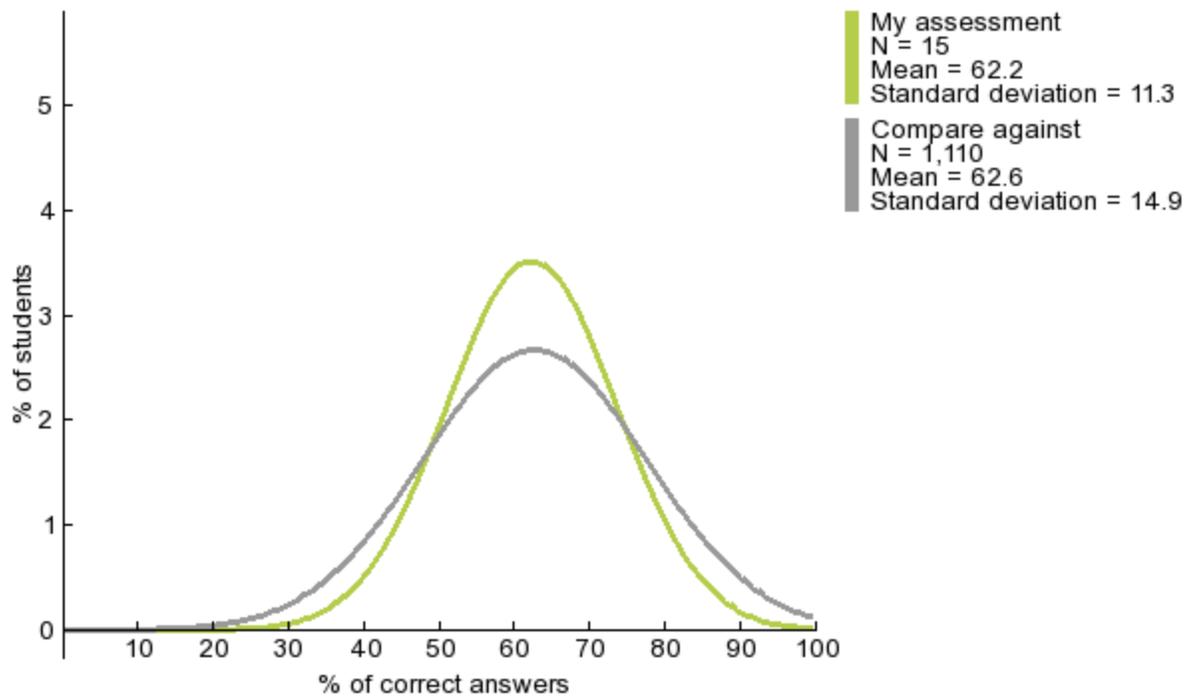


Distribution by Situational Awareness

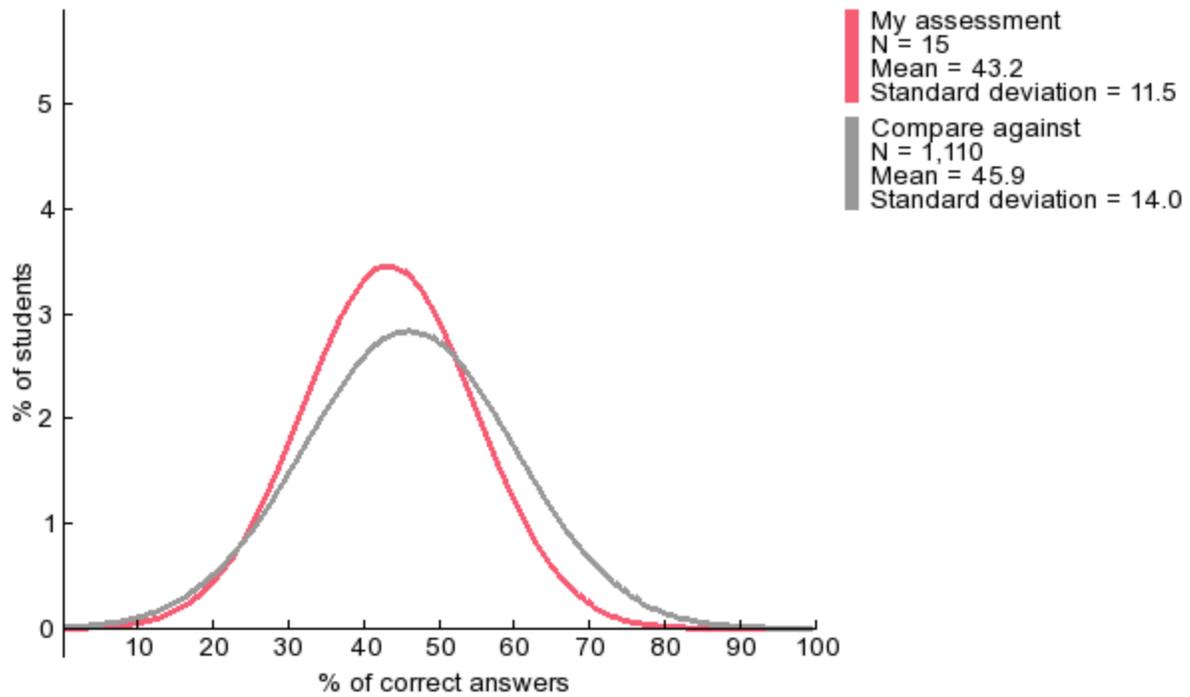
Perception/Knowledge of Events



Comprehension of Meaning



Projection of Future Events



Tools of Management

