

Indiana University Kokomo
School of Business
Business Undergraduate Program
Assessment Plan
Academic Years 2020/21 to 2024/25

The School of Business assessment plan is driven by its mission and vision and reflects its strategic planning. The School’s mission and vision statements are regularly reviewed and have been updated in Fall 2020.

I. Vision and Mission Statements

Vision

The School of Business will be nationally recognized as a first-choice educational institution, dedicated to quality in teaching, academic excellence, student success, and research.

Mission

The Indiana University Kokomo’s School of Business provides high-quality academic programs at an affordable price delivered by dedicated faculty in a student-centric environment. We advance business knowledge through excellence in teaching, research, and community collaboration, and create life-time value for our students through multiple real-world learning experiences.

II. Student learning outcomes

Program goals and outcomes are created by the Curriculum Management and Assurance of Learning Committee of the School (CMAL) and are then adopted by vote at a general meeting of the School. The goals and outcomes are regularly reviewed and have been most recently re-designed by the School in 2018. There are five general education goals 1 – 5. These general goals are designed to be consistent with the general education goals and outcomes approved by the IU Kokomo Faculty Senate. Further, there are three learning outcomes related to the content areas of business under goal 6.

A graduate of the business program should be able to:

Goal 1. Communicate effectively and professionally

- Outcome 1. 1. Students will write effective and professional business documents
- Outcome 1. 2. Students will deliver effective and professional presentations
- Outcome 1. 3. Students will identify and present their unique skills and experience in a variety of media
- Outcome 1. 4. Students will collaborate effectively and professionally with others as both

members and leaders of teams

Goal 2. Use information and technology effectively

Outcome 2. 1. Students will determine the nature and extent of information needed for a business decision

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

Outcome 2. 3. Students will use technology to organize, analyze, and present data

Goal 3. Demonstrate quantitative skills

Outcome 3.1. Students will develop and solve quantitative models for a business problem

Outcome 3.2. Students will use the insights from quantitative models to inform business decision making

Outcome 3.3. Students will apply fundamental statistical concepts in a business context

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. Recognize ethical, cultural and social issues in business

Outcome 5. 1. Students will identify ethical dilemmas in a business situation

Outcome 5. 2. Students will identify potential resolutions to ethical dilemmas and assess the impact on stakeholders

Outcome 5. 3. Students will recognize cultural differences and the value of inclusiveness in business

Outcome 5. 4. Students will discuss and evaluate social responsibility of business

Goal 6. Demonstrate knowledge and skills in the functional areas of business

Outcome 6. 1. Students will explain concepts in the functional areas of business including Accounting, Business law, Economics, Finance, Information Systems, International Business, Management, Marketing, and Operations

Outcome 6. 2. Students will apply concepts in the functional areas of business

Outcome 6. 3. Students will describe how the actions of various functional areas of business affect other functional areas

III. Curriculum map

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

IV. Assessment Plan

The School plans to use a combination of internal course-embedded assessment tools and external assessment with a standardized test and a survey of employers. The School’s cycle of assurance of learning begins with a review of the assessment plan including assessment activities and benchmarks. This is performed in AY 2020/21 along with external assessment focused on student internships. AY 2021/22 and 2023/24 will focus on the learning outcomes linked to goals 1-5 (general knowledge and skills). AY 2022/23 and 2024/25 will focus on the learning outcomes linked to goal 6 (knowledge and skills in the areas of business). A review of the data collected occurs after the conclusion of each academic year. Furthermore, the assessment plan itself is reviewed regularly to ensure it stays consistent with the strategic plan documents and mission of the School. Any changes to strategic documents will be incorporated into the assessment plan.

Table 1. Schedule of the Assurance of Learning Activities

Academic Year	Internal Assessment	External Assessment
2020/21	Review and re-design of assessment plan	Internship assessment
2021/22	Data collection for outcomes linked to Goals 1-5	ETS Test for Business, Internship assessment
2022/23	Data collection for outcomes linked to Goal 6	Internship assessment
2023/24	Review of assessment plan, Data collection for outcomes linked to Goals 1-4	ETS Test for Business, Internship assessment
2024/25	Data collection for outcomes linked to Goal 5	Internship assessment
2025/26	Review and re-design of assessment plan	ETS Test for Business, Internship assessment

Course-Embedded Assessment

A course-embedded system of assessment will be used to collect data on student performance. The course-embedded assessment techniques incorporate assessment into regular class activities. The Curriculum Map provided in Appendix A demonstrates which specific courses will be used for data collection for each of the learning outcomes. The School’s Curriculum Management and Assurance of Learning (CMAL) Committee developed assessment forms to evaluate the learning outcomes in each of the core curriculum courses. Please refer to Appendix B for a sample assessment data form. The

forms identify the achievement of each learning outcome by classifying student performance into one of three categories – Excellent, Acceptable, or Needs Improvement. CMAL and the faculty collecting assessment data also develop rubrics as necessary. Please refer to Appendix B for a sample rubric used to assess outcome 1.1 (writing).

For each outcome assessed, the data will be collected for all students in a course section. Over the course of the assessment cycle, 100-percent of the School’s resident faculty will participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee will review the assessment results. The results will also be discussed with all faculty in regular school meetings.

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 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 individual benchmarks for each outcome are set by the faculty and examined by the CMAL committee during the assessment plan review. A typical benchmark for Level I (Exemplary achievement of the outcome) is set at 85 to 90 percent performance as recorded on the course-embedded assessment instrument. A typical benchmark for Level II (Satisfactory achievement of the outcome) is set at 60 to 70 percent performance as recorded on the course-embedded assessment instrument.

National standardized testing

The School will perform external assessment of its graduates’ achievement on Business-related outcomes by using the ETS Major Field Test for Business. This is a standardized national test that covers the functional areas of business. The CMAL Committee will review the results and report the results to the faculty and other stakeholders. The ETS test provides data comparable to over 500 institutions nationwide. The data from the ETS test provides external validation to the internal course-embedded assessment data.

The faculty of the School reviewed a copy of the test from ETS to establish a link with the program goals and outcomes. 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 learning outcomes and components. 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.

The ETS testing will be performed for all program graduates in the Fall and the Spring semester at least every other year, and more often if areas of concern are discovered. The test will be 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, as well as scores 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 70th 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.

Internship Assessment

As an additional external assessment instrument, the School created a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor will be asked to complete a feedback survey near the end of the internship's semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship will schedule a meeting and discussion about student performance with the internship supervisor. A survey has been created to assess career-related skills and readiness. The survey asks the supervisors to assess each student on dimensions related to program goals 1, 2, 3, 4, 6, and outcome 1.3.

Benchmarks

The internship survey allows us to get external validation of student performance. The survey is performed on a 7-point Likert scale. The benchmark for Excellence is set at 6 out of 7 points on each of the survey's dimensions. The benchmark for Satisfactory performance is set at 5 out of 7 points on each of the survey's questions.

V. Schedule of Assessment Activities by Year

Academic Year 2020-2021	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 6
Measure Description	Program goals 1, 2, 3, 4, 6 will be assessed with Internship Assessment.

Academic Year 2021-2022	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none"> 1. General education Program goals 1, 2, 3, 4, 5 will be assessed with course-embedded assessment. 2. Goal 6 (areas of Business) will be assessed with the ETS Major Field Test for Business. 3. Program goals 1, 2, 3, 4, 6 - Internship Assessment.

Academic Year 2022-2023	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 6
Measure Description	<ol style="list-style-type: none"> 1. Goal 6 (areas of Business) will be assessed with course-embedded assessment. 2. Program goals 1, 2, 3, 4, 6 - Internship Assessment.

Academic Year 2023-2024	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none"> 1. Program goals 1, 2, 3, 4, 5 - course-embedded assessment. 2. Goal 6 (areas of Business) will be assessed with the ETS Major Field Test for Business. 3. Program goals 1, 2, 3, 4, 6 - Internship Assessment.

Academic Year 2024-2025	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 6
Measure Description	<ol style="list-style-type: none"> 1. Goal 6 (areas of Business) - course-embedded assessment. 2. Program goals 1, 2, 3, 4, 6 - Internship Assessment.

APPENDIX A. CURRICULUM MAP

APPENDIX B. SAMPLE ASSESSMENT RUBRIC

IU Kokomo School of Business Assessment Data Form

Course: **E202**

Semester: _____

Faculty: _____

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	Average Score / Percentage	Evaluation		
		Excellent	Acceptable	Needs Improvement
Students will write effective and professional business documents				
Students will determine the nature and extent of information needed for a business decision				
Students will evaluate information and its sources critically				
Students will assess the quality of supporting evidence				
Understand concepts in Economics				
Apply concepts in Economics				
Instruments used to collect data (exam, quiz, etc.):				

Comments: (Explain/summarize data and 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**

Indiana University Kokomo
School of Business
M.B.A. Graduate Program
Assessment Plan
Academic Years 2020/21 to 2025/26

The School of Business assessment plan is driven by its mission and vision and reflects its strategic planning. The School's mission and vision statements are regularly reviewed and have been updated in Fall 2020.

I. Vision and Mission Statements

Vision

The School of Business will be nationally recognized as a first-choice educational institution, dedicated to quality in teaching, academic excellence, student success, and research.

Mission

The Indiana University Kokomo's School of Business provides high-quality academic programs at an affordable price delivered by dedicated faculty in a student-centric environment. We advance business knowledge through excellence in teaching, research, and community collaboration, and create life-time value for our students through multiple real-world learning experiences.

II. Student learning outcomes

The IU Kokomo School of Business puts a priority on assessment and assurance of student learning. The School established its Curriculum Management and Assurance of Learning (CMAL) Committee to ensure formal integration between assessment and curriculum decisions. The School regularly performs a formal M.B.A. curriculum review using assessment data as well as surveys of its stakeholders. Curriculum changes at the School are informed by the assessment results.

Program goals and outcomes are created by the Curriculum Management and Assurance of Learning Committee of the School (CMAL) and are then adopted by vote at a general meeting of the School. The goals and outcomes are regularly reviewed. There are six program goals further refined into learning outcomes. The outcomes 5.1-5.2 that focus on the knowledge and skills in the areas of business are further refined into six components – one for each area listed.

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.

III. Curriculum map

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

IV. Assessment Plan

The School plans to use a combination of internal course-embedded assessment tools and external assessment with a standardized test and a survey of employers. The School's cycle of assurance of learning begins with a review of the assessment plan including assessment activities and benchmarks. This is performed in AY 2020/21 along with external assessment focused on a management simulation assignment. AY 2021/22 and 2022/23 as well as 2024/25 and 2025/26 will focus on course-embedded assessment. External assessment with the ETS Test for M.B.A. will be performed every other academic year. A review of the data collected occurs after the conclusion of each academic year. Furthermore, the assessment plan itself is reviewed regularly to ensure it stays consistent with the strategic plan documents and mission of the School. Any changes to strategic documents will be incorporated into the assessment plan.

Table 1. Schedule of the Assurance of Learning Activities

Academic Year	Internal Assessment	External Assessment
2020/21	Review and re-design of assessment plan	Simulation assessment
2021/22	Data collection for outcomes linked to Goals 1-6	ETS Test for M.B.A., Simulation assessment
2022/23	Data collection for outcomes linked to Goals 1-6	Simulation assessment
2023/24	Review of assessment plan	ETS Test for M.B.A., Simulation assessment
2024/25	Data collection for outcomes linked to Goals 1-6	Simulation assessment
2025/26	Data collection for outcomes linked to Goals 1-6	ETS Test for M.B.A., Simulation assessment

Course-Embedded Assessment

A course-embedded system of assessment will be used to collect data on student performance. The course-embedded assessment techniques incorporate assessment into regular class activities. The Curriculum Map provided in Appendix A demonstrates which specific courses will be used for data collection for each of the learning outcomes. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed assessment forms to evaluate the learning outcomes in each of the core curriculum courses. Please refer to Appendix B for a sample assessment data form. The forms identify the achievement of each learning outcome by classifying student performance into one of three categories – Excellent, Acceptable, or Needs Improvement. CMAL and the faculty collecting assessment data also develop rubrics as necessary.

For each outcome assessed, the data will be collected for all students in a course section. Over the course of the assessment cycle, 100-percent of the School's resident faculty teaching in the M.B.A. program will participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee will review the assessment results. The results will also be discussed with all faculty in regular school meetings.

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 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 individual benchmarks for each outcome are set by the faculty and examined by the CMAL committee during the assessment plan review. A typical benchmark for Level I (Exemplary achievement of the outcome) is set at 90 percent performance as recorded on the course-embedded assessment instrument. A typical benchmark for Level II (Satisfactory achievement of the outcome) is set at 70 percent performance as recorded on the course-embedded assessment instrument.

National standardized testing

The School will perform external assessment of its graduates' achievement on Business-related outcomes by using the ETS Major Field Test for M.B.A. This is a standardized national test that covers the functional areas of business. The test is a 3-hour exam that test for graduate-level knowledge in Marketing, Management, Finance, Accounting, and Strategic Integration. The CMAL Committee will review the results and report the results to the faculty and other stakeholders. The ETS test provides data comparable to over 250 institutions nationwide. The data from the ETS test provides external validation to the internal course-embedded assessment data.

The faculty of the School reviewed a copy of the test from ETS to establish a link with the program goals and outcomes. 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 learning outcomes and components. 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. The ETS testing will be performed for all program graduates at least every other year, and more often if areas of concern are discovered.

Benchmarks

The ETS test allows us to get external validation of student performance, and to compare performance of our students with that of over 20,000 graduate students at over 250 other institutions. The ETS reports an overall mean score for the program, as well as scores in the five areas of business, and individual student scores for the complete test. The benchmark for excellence is for our students to perform better than at the national mean level. This is a high expectation, as the comparison sample for the ETS test for M.B.A. includes the results of test-takers from highly selective national and international programs. The benchmark for Excellence for the program is to have program-level mean scores and area scores for each of the five areas of business above the 50th percentile of all institutions participating in the M.B.A. ETS testing. The benchmark for Satisfactory performance is to have program-level mean scores and area scores for each of the five areas of business above the 30th percentile of all institutions participating in the ETS testing.

Management Simulation Assessment

As an additional external assessment instrument, the School will assess performance of its students on a web-based simulation from Marketplace Simulations in the BUKO-J561 course. Specifically, the students will complete Advanced Strategic Corporate Management simulation and data will be collected on their performance in comparison to a national sample of over 3,000 M.B.A. students. This assurance of learning assessment (AOLA) is embedded in the simulation exercises. All students enrolled in J561 will complete the assessment in that class each year. 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. This assessment instrument allows the School to compare the performance of its students to a national sample of M.B.A. students participating in the same simulation assignments.

Benchmarks

The management simulation assessment allows us to get external validation of student performance. The simulation assessment results are reported as a distribution of student performance for the School as well as for the national sample. The benchmark for Excellence is set as mean performance that exceeds the national means on every component of assessment.

V. Schedule of Assessment Activities by Year

Academic Year 2020-2021	
Student Learning Outcomes	Program goals 1, 4, 5, 6
Measure Description	Program goals 1, 4, 5, 6 will be assessed with Management Simulation Assessment.

Academic Year 2021-2022	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none"> 1. Program goals 1-6 will be assessed with course-embedded assessment. 2. Program goals 1, 4, 5, 6 will be assessed with the ETS Test. 3. Program goals 1, 4, 5, 6 - Management Simulation Assessment.

Academic Year 2022-2023	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none"> 1. Program goals 1-6 will be assessed with course-embedded assessment. 2. Program goals 1, 4, 5, 6 - Management Simulation Assessment.

Academic Year 2023-2024	
Student Learning Outcomes	Program goals 1, 4, 5, 6
Measure Description	<ol style="list-style-type: none"> 1. Program goals 1, 4, 5, 6 will be assessed with the ETS Test. 2. Program goals 1, 4, 5, 6 - Management Simulation Assessment.

Academic Year 2024-2025	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none"> 1. Program goals 1-6 will be assessed with course-embedded assessment. 2. Program goals 1, 4, 5, 6 - Management Simulation Assessment.

Academic Year 2025-2026	
Student Learning Outcomes	Program goals 1, 2, 3, 4, 5, 6
Measure Description	<ol style="list-style-type: none"> 1. Program goals 1-6 will be assessed with course-embedded assessment. 2. Program goals 1, 4, 5, 6 will be assessed with the ETS Test. 3. Program goals 1, 4, 5, 6 - Management Simulation Assessment.

APPENDIX A. CURRICULUM MAP

Objectives/Outcomes	(Spring) D542		(Fall) E542	(Spring) F542	(Fall) J542	(Spring) J560/J561	(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. SAMPLE ASSESSMENT FORM

IU Kokomo School of Business Assessment Data Form

Course: **F542**

Semester: _____

Faculty: _____

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.

If an outcome is not applicable, please make a note of why.

Goal	Average Score / Percentage	Evaluation		
		Excellent	Acceptable	Needs Improvement
Provide identification and formulation of problem				
Develop problem solution techniques				
Interpret and implement solution results				
Write clearly and effectively for a business audience				
Understand concepts in Finance				
Apply concepts in Finance				
Instruments used to collect data (exam, quiz, etc.):				

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

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

Objectives/Outcomes		Marketing	Management	Finance	Managerial Accounting	Strategic Integration
CRITICAL/ANALYTICAL REASONING						
Provide identification and formulation of problem	1.1					X
Develop problem solution techniques	1.2					X
Interpret and implement solution results	1.3					X
COMM AND ORG MGMT SKILLS						
Write clearly and effectively	2.1					
Present clearly and persuasively	2.2					
Work in and lead teams	2.3					
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY						
Concept of ethics	3.1					X
Legal and regulatory environment	3.2					
Social responsibility of business	3.3					X
DYNAMIC GLOBAL ORGANIZATIONAL ENVIRONMENT						
Synergies resulting from global alliances	4.1					X
Opportunities and threats of globalization	4.2					
FUNCTION-RELATED KNOWLEDGE						
Understand concepts in Accounting	5.1.1				X	
Understand concepts in Economics	5.1.2					
Understand concepts in Finance	5.1.3			X		
Understand concepts in Management	5.1.4		X			
Understand concepts in Marketing	5.1.5	X				
Understand concepts in Operations	5.1.6		X			
Apply concepts in Accounting	5.2.1				X	
Apply concepts in Economics	5.2.2					
Apply concepts in Finance	5.2.3			X		
Apply concepts in Management	5.2.4		X			
Apply concepts in Marketing	5.2.5	X				
Apply concepts in Operations	5.2.6					
INTEGRATIVE / INTERDISCIPLINARY						
Competitive and internal analysis of organization	6.1		X			
Describe interaction of functional areas	6.2					X

Curriculum Map for ETS Test. The grid indicates ETS assessment indicator coverage for each learning outcome.