

**Indiana University Kokomo
School of Business
Undergraduate Program
Assessment Report
Academic Year 2019-20**

I. BRIEF SUMMARY OF ASSESSMENT PLAN

Highlights of the Assessment Plan and Results

The IU Kokomo School of Business emphasizes 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 curriculum review using assessment data as well as organizes surveys of its stakeholders. Curriculum changes at the School are informed by the assessment results.

In academic year 2019-20, the School completed its cycle of assessment data collection. In the undergraduate Business program, course-embedded assessment techniques were used to gather data on the achievement of every program-level learning goal and outcome in core undergraduate courses. The faculty utilized assessment forms for data collection and used benchmarks to evaluate student performance and establish whether the student learning in an outcome was Excellent, Acceptable, or Needs Improvement.

In order to get external validation of the course-embedded assessment results, the School continued to use the ETS Major Field Test in Business to measure the knowledge and skills of its graduates. This is an international standardized test. The 2019 comparative benchmarks from ETS are based on the sample of 103,363 students at 515 institutions. The School also utilized a survey of internship supervisors for all of its students taking management internships. This survey was linked to the learning outcomes and provided an external measure for the students' performance on these outcomes in the workplace.

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

- Mission, Program Goals and Learning Outcomes are regularly reviewed and updated
- Curriculum Management and Assurance of Learning Committee oversees all assessment activities
- 100 percent of the School's full-time faculty participate in assessment of student learning over the assessment cycle
- External testing is performed with the standardized ETS Major Field Test for Business
- External data on achievement of learning outcomes are collected via employer survey for all students participating in management internships
- Assessment results are reviewed by all faculty in regular faculty meetings
- Assessment data inform strategic planning and regular curriculum reviews

Goals and Outcomes Assessed in 2019-20

During this academic year, the School continued its two-year cycle of course-embedded assessment of learning outcomes with the aim of collecting data on all of the outcomes at least twice before its upcoming AACSB maintenance of accreditation visit scheduled for February 2021.

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

Goal 1. Communicate effectively 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

II. ASSESSMENT METHODS

Course-embedded Assessment

In this academic year, the School used a combination of internal course-embedded assessment tools and external assessment with a standardized test and a survey of employers. For each learning outcome listed in Section I, a course-embedded system of assessment was used to collect data on student performance. The Curriculum Map is provided in Appendix A. This Map demonstrates which specific courses are used for data collection for each of the learning outcomes. A complete discussion of the School's assessment methods is provided in the School's Assessment Plan document.

The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed the assessment forms to evaluate the learning outcomes in each of the core curriculum courses. Please refer to Appendix B for a sample form submitted by a faculty member to assess the outcomes in 2019-20. The forms identify the achievement of each learning outcome by classifying student performance into one of three categories – Excellent, Acceptable, or Needs Improvement.

For each outcome assessed, the data were collected for all students in a course section. For instance, the data collected in BUS-F301 course in Fall 2019 (sample form attached in Appendix B) were based on the sample of 37 students enrolled in this face-to-face section. Over the course of the assessment cycle, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the 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

As an additional assessment instrument, undergraduate program graduates in Fall 2019 and Spring 2020 were required to participate in the standardized ETS Major Field Test in Business. This test focuses on the knowledge in the functional areas of Business and was a required part of the BUS-J401 management course. In 2020, the delivery of the test was transitioned to a proctored online environment due to the ongoing pandemic.

The CMAL committee and the faculty teaching in the different areas worked to link the assessment indicators provided by the ETS to specific learning outcomes. A grid summary of these links is available in Appendix C. The CMAL committee and the faculty review the ETS test data as an additional measure of student achievement of the learning outcomes. The data from the ETS exam also provide some external validation to the course-embedded assessment data.

Internship Assessment

In this academic year, the School continued with a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor was asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship scheduled a meeting and discussion about student performance with the internship supervisor. Occasionally, the supervisor followed up via email with performance feedback. The goal of the survey was to assess career-related skills and readiness.

III. DESCRIPTION OF ASSESSMENT RESULTS

Full results of the course-embedded assessment of student learning for academic year 2019-20 are presented in a summary table that appears in appendix B. The results of the ETS standardized test are summarized in Appendix C. A summary of the data collected in internship assessment appears in Appendix D.

Course-embedded Assessment

As the School prepares for its maintenance of AACSB accreditation in February 2021, we collected data on all six program-level goals and a total of thirty-four components of learning outcomes. The data on most of the outcomes were collected in both the Fall 2019 and Spring 2020 semesters. Most of the outcomes were also assessed in multiple sections of different courses. Data collection in Spring 2020 continued even as all courses transitioned to the online format due to the coronavirus pandemic.

The assessment results demonstrate that student performance on the general education learning outcomes 1-5 was generally Excellent or Acceptable with ten components receiving an Excellent rating in at least one semester and fifteen components receiving an Acceptable rating. There was one observation that needed improvement in the quantitative skills outcome 3.1 observed in the introduction to Accounting course A201. The same outcome was assessed in the same course by two instructors in two other sections and recorded Acceptable ratings. Furthermore, in higher-level courses this outcome recorded an Excellent rating. The low rating was limited to one section and while the faculty continue monitoring this outcome, no corrective action was recommended.

Among the components of the three learning outcomes measuring the knowledge and skills in the areas of business (Program Learning Goal 6), ten components received an Excellent rating and thirteen components received Acceptable ratings in at least one of the semesters. No outcome was rated as needing improvement.

Overall, the results demonstrate that student performance on the various components of the program-level learning outcomes reaches or exceeds the level of the faculty's expectations for all outcomes assessed with course-embedded methods in academic year 2019-20.

National Standardized Test

The results of the standardized ETS Major Field Test taken by the graduates are presented in Appendix C. In particular, the Fall 2019 cohort of test takers included 27 students and the Spring 2020 cohort included 28 students, making it one of the largest class in recent years. The mean performance of the Fall 2019 cohort was at the 66th percentile compared to all institutions participating in the ETS testing nationally and internationally. The mean performance of the Spring 2020 cohort was at the 82nd percentile. This sample includes 103,363 students at 515 institutions worldwide.

The School's faculty expects our students to be better than the average business graduate internationally. This means that the benchmark overall mean score for School of Business graduates is to exceed the 50th percentile. In academic year 2019-20, the school's graduates exceeded this high expectation and scored well above it, reaching the 82nd percentile in the Spring cohort. This result was all the more notable as it came at a time of turmoil and organizational difficulties caused by the coronavirus pandemic. Students in this cohort had to take the test in remote proctored online environments, but still managed to perform at a high level as compared to the earlier cohorts.

ETS test results are further linked to the learning outcomes assessed in the various areas of business. For instance, in Spring 2020 the ETS test assessment indicators in the areas of Accounting, Quantitative Analysis, and Information Systems were all above the 94th percentile. Management and Marketing were an area of concern in previous years, and the indicators demonstrated excellent improvement in these areas in Spring 2020. The lowest scores this year were observed in the area of Finance. The Curriculum Management and Assurance of Learning Committee will continue to monitor this area with course-embedded assessment data to ensure student learning reaches the expectations of the faculty.

Internship Assessment

In this academic year, the School continued its efforts of assessing its internship program with surveys in the BUS-W480 Management Internship course. The results of the internship survey of internship supervisors indicate that the employers have a positive view of the students' general education and business-specific skills as applied to the workplace, as well as their career readiness. The average score on the survey evaluation questions was 6.5 points on the 7-point scale. In the view of the faculty, these results exceed expectations. A summary of these results appears in Appendix D.

IV. CONTINUOUS IMPROVEMENT AND ASSESSMENT

Continuous improvement of the undergraduate Business program and the assessment process itself remains a focus of the School's faculty and the Curriculum Management and Assurance of Learning Committee. An important feature of the School's assessment plan is the presence of procedures aimed at "closing the loop" and improving the program in response to the assessment results. If the benchmark level set for the course-embedded data is not reached for a particular outcome, the faculty investigate the reasons for the below-target performance. The faculty then adjust the curriculum in order to ensure the targets are met.

The School's faculty use assessment results to inform their curricular design efforts. Recently, the School conducted a formal undergraduate program curriculum review. A taskforce was formed and reviewed assurance of learning results, as well as surveys of students, alumni, and other stakeholders. Benchmarking against similar programs was also performed. The taskforce recommendations were put to the Curriculum Management and Assurance of Learning (CMAL) Committee that made a number of changes to the curriculum and the School's policies.

V. DISSEMINATION OF RESULTS

The School's assessment results are being disseminated in a variety of ways. The 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 via the Taskstream software.

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 the ETS testing of the School's graduates. The current address of the School's assessment web page is:

<https://www.iuk.edu/school-of-business/resources/program-assessment.html>

APPENDIX A. LEARNING OUTCOMES CURRICULUM MAP

APPENDIX B. COURSE-EMBEDDED ASSESSMENT RESULTS

IU Kokomo School of Business Assessment Results - Undergraduate Program - AY 2019/20							
	Objectives/Outcomes	Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
Goal 1.	Communicate effectively						
Outcome 1.1.	Write effectively	E202/J401/M301	X	X		90%/83%/80%	85%/70%
Outcome 1.2.	Effective presentations	J404	X			91%	85%/70%
Outcome 1.3.	Identify and present their skills	X107	X	X		90%/83%	85%/70%
Outcome 1.4.	Collaboration and technology	K201/X107	X	X		90%/82%	85%/70%
Goal 2.	Use information and technology effectively						
Outcome 2.1.	Nature and extent of information needed	E202		X		85%	85%/70%
Outcome 2.2.	Evaluate information and its sources critically	E202		X		83%	85%/70%
Outcome 2.3.	Use technology to process information	X107/S302	X	X		90%/85%	85%/70%
Goal 3.	Demonstrate quantitative skills.						
Outcome 3.1.	Develop and solve models	A201/F301/K302	X	X	X	90%/75%/63%	85%/70%
Outcome 3.2.	Use solutions for business decisions	A201/F301/K302		X		81%/75%/82%	85%/70%
Outcome 3.3.	Apply fundamental statistical concepts	P301/K302		X		78%/81%/76%	85%/70%
Goal 4.	Demonstrate effective critical thinking skills.						
Outcome 4. 1.	Recognize issues that have alternative interpretations	E201/J401	X	X		91%/81%/82%	85%/70%
Outcome 4. 2.	Assess the quality of supporting evidence	E201/E202/A202	X			85%	85%/70%
Outcome 4. 3.	Assess the implications from proposed conclusions	A202/E201	X	X		90%/80%	85%/70%
Goal 5.	Recognize ethical, cultural, and social issues.						
Outcome 5.1.	Identify ethical dilemmas	J404/L201	X	X		90%/80%/87%	85%/70%
Outcome 5.2.	Identify potential resolutions to ethical dilemmas	L201		X		86%/85%	85%/70%
Outcome 5.3.	Recognize cultural differences and inclusiveness	D301		X		85%/87%	85%/70%
Outcome 5.4.	Discuss and evaluate social responsibility	M301		X		83%/85%	85%/70%
Goal 6.	Knowledge in functional areas of business.						
Outcome 6.1.	Understand concepts in functional areas of business						
Outcome 6.1.1	Accounting	A201/A202	X			90%/84%/85%	85%/70%
Outcome 6.1.2	Business Law	L201	X			90%	85%/70%
Outcome 6.1.3	Economics	E201/E202		X		82%/83%/88%	85%/70%
Outcome 6.1.4	Finance	F301	X			91%	85%/70%
Outcome 6.1.5	International Business	D301		X		87%	85%/70%
Outcome 6.1.6	Management	Z302	X	X		90%/79%	85%/70%
Outcome 6.1.7	Marketing	M301	X	X		86%/95%	85%/70%
Outcome 6.1.8	Operations and MIS	S302/P301	X	X		77%/95%	85%/70%
Outcome 6.2	Apply concepts in functional areas of business						
Outcome 6.2.1	Accounting	A201	X	X		90%/85%/80%	85%/70%
Outcome 6.2.2	Business Law	L201		X		80%	85%/70%
Outcome 6.2.3	Economics	E201/E202	X	X		90%/74%/84%	85%/70%
Outcome 6.2.4	Finance	F301		X		81%/82%	85%/70%
Outcome 6.2.5	International Business	D301		X		86%	85%/70%
Outcome 6.2.6	Management	Z302	X	X		90%/85%	85%/70%
Outcome 6.2.7	Marketing	M301	X			87%/95%	85%/70%
Outcome 6.2.8	Operations and MIS	S302/P301		X		75%/85%	85%/70%
Outcome 6.3.	Integration of Functional Areas	J401		X		87%	90%/75%

IU Kokomo School of Business Assessment Data Form

Course: F301

Semester: Fall 2019

Faculty: [Xiaoqiong \(Crystal\) Wang](#)

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 develop and solve quantitative models for a business problem	89.59	x		
Students will use the insights from quantitative models to inform business decision making	80.82		x	
Understand concepts in Finance	91.37	x		
Apply concepts in Finance	80.82		x	
Instruments used to collect data (exam, quiz, etc.): Exams, homework assignments, in-class practice problems, and reading assignments				

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

[The data is collected based on 37 students that enrolled in this face-to-face section.](#)

[The first goal is assessed based on homework assignments.](#)

[The second and last goals are assessed based on exams](#)

[The third goal is assessed based on in-class practice problems and reading assignments](#)

APPENDIX C. ETS MAJOR FIELD TEST RESULTS

**INDIANA UNIVERSITY KOKOMO
SCHOOL OF BUSINESS**

Assessment of Student Learning with ETS Major Field Test

This table shows results of IU Kokomo Business students in Educational Testing Service’s standardized major field test. The numbers are percentile rank scores for all categories and for each category separately for a given semester. These percentile ranks for the IU Kokomo mean student score show what percentage of the ETS test takers nationwide have scores below the IU Kokomo score. The 2019 comparative benchmarks from ETS are based on the sample of 103,363 students at 515 institutions.

	Spring 2009	Fall 2009	Spring 2010	Spring 2011	Spring 2012	Spring and Fall 2013	Spring and Fall 2014	Spring 2015	Spring 2016	Fall 2016	Fall 2017	Spring 2019	Fall 2019	Spring 2020
Percentile scores														
Number of students tested	32	24	20	16	21	22	46	26	23	30	20	14	27	28
Overall IU Kokomo Percentile	80	75	75	85	65	82	80	31	59	59	43	66	66	82
Accounting	65	55	90	75	45	67	78	10	70	75	65	82	68	95
Economics	85	80	95	80	50	93	72	46	59	59	53	63	88	72
Management	90	95	85	85	78	72	69	35	51	65	44	32	51	69
Quantitative Analysis	55	70	95	30	90	83	47	28	22	93	83	93	90	94
Finance	80	75	95	45	78	79	84	79	82	82	71	97	28	45
Marketing	80	80	85	95	48	59	65	20	53	36	29	42	37	65
Legal and Social Environment	85	50	95	95	66	97	76	52	43	1	11	28	66	55
Information Systems	90	65	60	55	93	94	93	40	45	56	8	77	90	94
International Issues	75	90	95	85	70	94	82	41	76	49	56	60	79	71

APPENDIX D. MANAGEMENT INTERNSHIP ASSESSMENT RESULTS

