

**Indiana University Kokomo
School of Business
Undergraduate Program
Assessment Report
Academic Year 2020-21**

I. BRIEF SUMMARY OF ASSESSMENT PLAN

Highlights of the Assessment Plan and Results

Assessment and assurance of student learning are a priority for the IU Kokomo School of Business. 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 2020-21, the School completed its maintenance of accreditation with the AACSB. In the process, the School reviewed and revised its strategic plan and prepared a self-study report. As this process was ongoing, the School reviewed its assessment results over the previous five-year AACSB accreditation cycle. Collection of new assessment data was purposefully accomplished at a smaller scale than in previous years. In the undergraduate Business program, course-embedded assessment techniques were used in a targeted way to gather data on the achievement of 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 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
- Assessment is linked to curriculum decisions and the AACSB accreditation process
- 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 was done 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

Goals and Outcomes Assessed in 2020-21

During this academic year, the School focused on its AACSB maintenance of accreditation visit that occurred in February 2021. As the self-study process required full review of assessment data over the past five-year period, collection of new assessment data was kept at a smaller scale in 2020-21.

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 2020-21, the School used a combination of internal course-embedded assessment tools and external assessment with a survey of employers for its undergraduate program students. In the course-embedded system of assessment, data are collected on assessment instruments in courses linked to specific learning outcomes. The Curriculum Map that identifies the courses used to assess the various outcomes is provided in Appendix A. 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 C for a sample form submitted by a faculty member to assess the outcomes in 2020-21. 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 ECON-E202 course in Spring 2021 (sample form attached in Appendix C) were based on the sample of 34 students enrolled in this online course section. Over the assessment cycle, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. However, assessment in 2020-21 was targeted and covered only eleven learning outcomes across five program-level learning goals. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The summary of assessment results for each of the outcomes is presented in Appendix B.

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. The questions of the survey were directly mapped to the program-level learning goals.

III. DESCRIPTION OF ASSESSMENT RESULTS

Full results of the course-embedded assessment of student learning for academic year 2020-21 are presented in a summary table that appears in appendix B. A summary of the data collected in internship assessment appears in Appendix D.

Course-embedded Assessment

As the School focused on its maintenance of AACSB accreditation in February 2021, we collected data on all six program-level goals and every learning outcome in every semester in the previous two academic years. In 2020-21, the purpose of assessment was more limited as we conducted a smaller-scale data collection to verify whether the student achievement of learning outcomes still met the expectations of the faculty. The data on eleven outcomes across five program goals were collected

in both the Fall 2020 and Spring 2021 semesters. Data collection continued even as many courses transitioned to the online format due to the coronavirus pandemic.

The assessment results demonstrate that student performance on the general education learning goals 1, 2 and 4 was generally Excellent or Acceptable with three outcomes receiving an Excellent rating in at least one semester and seven outcomes receiving an Acceptable rating. Among the components of the two learning outcomes measuring the knowledge and skills in the areas of business (Program Learning Goal 6), three components received an Excellent rating in at least one semester and three 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 2020-21.

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. In 2020-21, the School completed its maintenance of AACSB accreditation visit. In preparation, a taskforce reviewed the assessment results and revised the strategic plan of the School. Strategic planning and curricular changes use assessment data. A document that provides a review of the trends in assessment measures and identifies major curricular changes linked to the program learning goals appears in Appendix E.

One area of continuous change in the assessment process is the use of standardized tests. Over the past few years, the School used the ETS Major Field Test for 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. While the test allowed for comparison of student performance to a national sample of schools, its results provide limited granularity of data. After considering the cost of the test and the challenges in organizing testing in a proctored online environment, the School decided to suspend the use of the ETS test for a limited time. In 2021-22, the CMAL will work to create an in-house alternative to the ETS test with the goal of obtaining more granular data on the student achievement of learning outcomes.

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 2020/21

	Objectives/Outcomes	Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
Goal 1.	Communicate effectively						
Outcome 1.1.	Write effectively	E202	X	X		92%/83%	85%/70%
Outcome 1.2.	Effective presentations	J404				Not Assessed	85%/70%
Outcome 1.3.	Identify and present their skills	X107				Not Assessed	85%/70%
Outcome 1.4.	Collaboration and technology	K201/X107				Not Assessed	85%/70%
Goal 2.	Use information and technology effectively						
Outcome 2.1.	Nature and extent of information needed	E202		X		81%	85%/70%
Outcome 2.2.	Evaluate information and its sources critically	E202		X		82%	85%/70%
Outcome 2.3.	Use technology to process information	S302/K321	X	X		90%/85%	85%/70%
Goal 4.	Demonstrate effective critical thinking skills.						
Outcome 4. 1.	Recognize issues that have alternative interpretations	E202	X	X		91%/83%	85%/70%
Outcome 4. 2.	Assess the quality of supporting evidence	E201/E202		X		80%/84%	85%/70%
Outcome 4. 3.	Assess the implications from proposed conclusions	A202/E202		X		82%/80%	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				Not Assessed	85%/70%
Outcome 6.1.2	Business Law	L201				Not Assessed	85%/70%
Outcome 6.1.3	Economics	E202	X	X		80%/87%	85%/70%
Outcome 6.1.4	Finance	F301				Not Assessed	85%/70%
Outcome 6.1.5	International Business	D301				Not Assessed	85%/70%
Outcome 6.1.6	Management	Z302				Not Assessed	85%/70%
Outcome 6.1.7	Marketing	M301				Not Assessed	85%/70%
Outcome 6.1.8	Operations and MIS	S302/K321	X			91%/94%	85%/70%
Outcome 6.2	Apply concepts in functional areas of business						
Outcome 6.2.1	Accounting	A201				Not Assessed	85%/70%
Outcome 6.2.2	Business Law	L201				Not Assessed	85%/70%
Outcome 6.2.3	Economics	E202		X		77%/84%	85%/70%
Outcome 6.2.4	Finance	F301				Not Assessed	85%/70%
Outcome 6.2.5	International Business	D301				Not Assessed	85%/70%
Outcome 6.2.6	Management	Z302				Not Assessed	85%/70%
Outcome 6.2.7	Marketing	M301				Not Assessed	85%/70%
Outcome 6.2.8	Operations and MIS	S302/K321	X	X		81%/90%	85%/70%
Outcome 6.3.	Integration of Functional Areas	J401				Not Assessed	90%/75%

APPENDIX C. SAMPLE ASSESSMENT DATA FORM

IU Kokomo School of Business Assessment Data Form

Course: E202

Semester: Spring 2021

Faculty: 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	Average Score / Percentage	Evaluation		
		Excellent	Acceptable	Needs Improvement
Students will write effective and professional business documents	92%	X		
Students will determine the nature and extent of information needed for a business decision	81%		X	
Students will evaluate information and its sources critically	82%		X	
Student will recognize issues that have alternative interpretations	91%	X		
Students will assess the quality of supporting evidence	84%		X	
Students will assess implications from proposed conclusions	82%		X	
Students will understand concepts in Economics	87%	X		
Students will apply concepts in Economics	84%		X	
Instruments used to collect data (exam, quiz, etc.): Data were collected in a section of 34 students using two research paper assignments and a selection of quizzes.				

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

Student performance (N = 34) meets expectations overall and is excellent on 3 learning outcomes.

APPENDIX D. MANAGEMENT INTERNSHIP ASSESSMENT RESULTS

IU Kokomo School of Business

Management Internship Assessment Data

W480- Management Internship

Each internship supervisor is asked to complete a feedback survey near the end of the semester (generally after the student has completed 80% or more of their required hours). Generally, the instructor in charge has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback.

Overall evaluation for 2020-2021 : Excellent

Submitted by Professor A. Smith

The response options range from 1-7, with **7 = Excellent**, 5 = Good, 3 = Poor, 1 = Very poor.

Course	Communicate effectively	Use information effectively	Use technology effectively	Quantitative skills	Critical thinking skills	Understand key business concepts	Integrate key business concepts	Apply key business concepts	Prepared for the job market	OVERALL
Fall 2019- Spring 2020	6.5	6.5	7.0	6.5	6.5	6.5	6.5	6.5	6.5	6.5
Spring 2021	6.6	6.6	6.6	6.2	6.6	6.4	6.4	6.4	6.4	6.6
Summer 2021	6.2	6.4	6.6	6.2	6.0	6.0	5.8	5.8	6.3	6.3

**APPENDIX E. REVIEW OF CURRICULUM CHANGES
AND ASSESSMENT DATA TRENDS IN 2015-2020**

**INDIANA UNIVERSITY KOKOMO
SCHOOL OF BUSINESS**

Assessment of Curriculum Changes over the AACSB Cycle 2015-2020

The table indicates for each learning outcome the relevant curricular changes and corresponding differences in assessment measures over the past five years.

Learning Outcome	Measure/Finding	Associated Curricular Improvement	Measure/Finding
Communicate effectively and professionally	<ul style="list-style-type: none"> Course-embedded assessment results meet expectations in AY 15/16, 16/17, 17/18 Internship assessment survey scores between 5.67 and 6.4 out of 7 in 2016-2018 Internship assessment survey scores for career preparedness between 5.67 and 6.6 out of 7 in 2016-2018 	Introduce career readiness courses (X220 and X410), resume critique	<ul style="list-style-type: none"> Course-embedded assessment results meet or exceed expectations in AY 18/19 and 19/20 Internship assessment survey scores for communication between 6.5 and 6.7 out of 7 in 2018-2020 Internship assessment survey scores for career preparedness between 6.33 and 6.75 out of 7 in 2018-2020
Use information and technology effectively	<ul style="list-style-type: none"> Course-embedded assessment results meet expectations in AY 15/16, 16/17, 17/18 Internship assessment survey scores for technology between 5.67 and 6.8 out of 7 in 2016-2018 	Introduce software content in X103 FLC course, eliminate K201, change S302 to K321, increased emphasis on Excel and Tableau in several courses, added K353 and several major specific IS and analytics courses	<ul style="list-style-type: none"> Course-embedded assessment results exceed expectations in AY 18/19 and 19/20 Internship assessment survey scores for technology between 6.5 and 7.0 out of 7 in 2018-2020
Demonstrate quantitative skills	<ul style="list-style-type: none"> ETS scores for Quantitative Analysis were at 22-28th percentile in 2015 and 2016 Course-embedded assessment data not collected in AY 15/16 - 17/18 	Math requirements changes Replaced K302 with K353 to increase emphasis on using technology and	<ul style="list-style-type: none"> ETS scores for Quantitative Analysis were between 83-94th percentile in 2017-2020 Course-embedded assessment results meet or exceed expectations in AY 18/19 and 19/20

	<ul style="list-style-type: none"> • Internship assessment survey scores for Quantitative skills between 5.33 and 6.25 out of 7 in 2016-2018 	quantitative skills to solve business problems	<ul style="list-style-type: none"> • Internship assessment survey scores for technology between 6.0 and 6.5 out of 7 in 2018-2020
Demonstrate effective critical thinking skills	<ul style="list-style-type: none"> • Course-embedded assessment results meet expectations in AY 15/16, 16/17, 17/18, 18/19 • Internship assessment survey scores for critical thinking between 5.0 and 6.22 out of 7 in 2016-2018 	Shifted focus of J401 from consulting to cases or simulations	<ul style="list-style-type: none"> • Course-embedded assessment results exceed expectations in AY 19/20 • Internship assessment survey scores for critical thinking between 6.16 and 6.5 out of 7 in 2018-2020
Recognize ethical, cultural and social issues in business	<ul style="list-style-type: none"> • Course-embedded assessment results not collected in AY 15/16-17/18 and meet expectations in AY 18/19 • ETS scores for Legal and Social were at 1-28th percentile in 2016-19 	New full-time lecturer in business law position created and filled	<ul style="list-style-type: none"> • Course-embedded assessment results meet or exceed expectations in AY 19/20 • ETS scores for Legal and Social improved to the 55-66th percentile in 2019-20
Demonstrate knowledge and skills in the functional areas of business	<ul style="list-style-type: none"> • Overall ETS test in Business score between 31-59th percentile in 2015-2017 • Course-embedded assessment results meet expectations in AY 15/16, 16/17, 17/18 • Internship assessment survey scores for Understand and Apply business concepts between 5.0 and 7.0 out of 7 in 2016-2018 	Curriculum re-design in marketing, changes to finance, accounting, and management concentrations	<ul style="list-style-type: none"> • Overall ETS test in Business score between 66-82nd percentile in 2019 and 2020 • Course-embedded assessment results meet or exceed expectations in AY 19/20 • Internship assessment survey scores for technology between 6.16 and 6.5 out of 7 in 2018-2020