

Indiana University Kokomo
School of Business
M.B.A. Program
Assessment Report
Academic Year 2019-20

I. BRIEF SUMMARY OF ASSESSMENT PLAN

Highlights of the M.B.A. Program Assessment Plan and Results

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.

In this 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 M.B.A. to measure the knowledge and skills of all program graduates. The results of this national standardized ETS test allow for comparison of our graduates to national norms. There were 25 graduates taking the test in Fall 2019 and Spring 2020 and the mean performance for the cohort was at the 65th percentile compared to all institutions participating in the ETS testing. The ETS sample includes 21,865 students from 217 institutions. The School also used a management simulation assessment tool that compares student performance to a national sample of over 3,000 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
- 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
- External validation is provided by management simulation assessment for M.B.A.
- Curriculum Management and Assurance of Learning Committee oversees all assessment activities
- 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. Data were collected on every program goal and outcome, except for goal 3 (due to a faculty retirement).

A full description of the assessment plan is available in the School's graduate program Assessment Plan document. The 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 learning goals and outcomes

described 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 (CMAL) Committee developed the assessment forms to evaluate the learning outcomes in each of the courses. The forms identify the achievement of each learning outcome in the following categories – Excellent, Acceptable, or Needs Improvement. The faculty completed the forms and returned them to the committee. The CMAL committee reviewed all assessment results in preparation of this report. The results were then reported and discussed with all faculty in regular faculty meetings. A summary of all course-embedded assessment results for each of the outcomes is presented in Appendix B.

National Standardized Test

The School also required its M.B.A. program graduates to take the standardized Educational Testing Service (ETS) exam for M.B.A. students. This ETS test provides an opportunity to compare our students' performance to a national sample of M.B.A. program graduates. The ETS sample includes 21,865 students from 217 institutions. The test is a 3-hour exam that test for graduate-level knowledge in Marketing, Management, Finance, Accounting, and Strategic Integration.

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.

Management Simulation Assessment

There was an additional course-embedded assessment instrument in 2020 as the students participated in a web-based simulation from Marketplace Simulations in the 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 3,000 M.B.A. students. This 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 obtained by the faculty teaching this course and is included in Appendix D. 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.

III. DESCRIPTION OF ASSESSMENT RESULTS

The course-embedded assessment results for this academic year 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 presented in Appendix D.

Course-embedded Assessment

In the M.B.A. program, there were five program goals assessed in academic year 2019-20. These goals were further linked to multiple components of learning outcomes. The results were overall positive with nine of the components rated at the Excellent level, and eleven of the components rated at the Acceptable level. No components were identified as needing improvement.

The M.B.A. program benchmarks for Excellence are set at the 90-percent level, and for Acceptable performance at 70-percent level. 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 this academic year.

National Standardized Test

The results of the ETS test for M.B.A. taken by the program graduates are presented in Appendix C. In particular, there were 25 graduates taking the test in Fall 2019 and Spring 2020 and the mean performance for this cohort was at the 65th percentile compared to all institutions participating in the ETS testing for M.B.A. The ETS sample includes 21,865 students from 217 institutions.

ETS test results are further linked to the learning outcomes assessed in the areas of business. In this academic year, the highest performance on the ETS test assessment indicators was observed in the area of Finance, scoring at the 83rd percentile. The areas of Management, Accounting, and Strategic Integration were also above the 67th percentile. The lowest scores this year were observed in Marketing. The faculty teaching Marketing courses have reviewed the test components and adjusted the topics coverage of the graduate Marketing courses. There was a significant improvement in this area from the previous instances of the test. The Curriculum Management and Assurance of Learning Committee continues to monitor student performance in this area.

Management Simulation Assessment

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 2020 completed this assessment. The AOLA asked the students questions pertaining to strategic management, but focused primarily on the application of that knowledge to the competitive environment in the simulation. The highest area results were observed in Manufacturing, the lowest were observed in Marketing. The overall results for the cohort of 22 students were close to the national mean score in each component of assessment based on the national sample of 3,048 students. The faculty interpret this result as meeting the expectations for our students. Full results of this assessment appear in Appendix D of this report.

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.

V. DISSEMINATION OF RESULTS

The School disseminates assessment results to stakeholders in several ways. The 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 is recorded in 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. ASSESSMENT 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. COURSE-EMBEDDED ASSESSMENT RESULTS

IU Kokomo School of Business Assessment Results - M.B.A. Program - AY 2019/20

	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		X		81%	90% / 70%
1.2	Develop problem solution techniques	E542		X		83%	90% / 70%
1.3	Interpret and implement solution results	E542		X		82%	90% / 70%
2.	Communicate effectively						
2.1	Write clearly and effectively	E542	X			89%	85% / 70%
2.2	Present clearly and persuasively	E542	X			95%	85% / 70%
2.3	Work in and lead teams	E542	X			90%	90% / 70%
4.	Dynamic global organizational environment						
4.1	Synergies resulting from global alliances	J561	X			91%	90% / 70%
4.2	Opportunities and threats of globalization	J561	X			93%	90% / 70%
5.	Functional areas of business						
5.1	Understand concepts in areas of business						
5.1.1	Accounting	D542		X		85%	90% / 70%
5.1.2	Economics	E542				83%	90% / 70%
5.1.3	Finance	F542		X		88%	90% / 70%
5.1.4	Management	Z542	X			95%	90% / 70%
5.1.5	Marketing	M560	X			92%	90% / 70%
5.1.6	Operations	M570		X		85%	90% / 70%
5.2	Apply concepts in areas of business						
5.2.1	Accounting	D542		X		79%	90% / 70%
5.2.2	Economics	E542				88%	90% / 70%
5.2.3	Finance	F542		X		85%	90% / 70%
5.2.4	Management	Z542	X			91%	90% / 70%
5.2.5	Marketing	M560	X			94%	90% / 70%
5.2.6	Operations	M570		X		82%	90% / 70%
6.	Integrate theory and application from various functional areas						
6.1	Competitive and internal analysis of organization	J561		X		89%	90% / 70%
6.2	Describe interaction of functional areas	J561		X		89%	90% / 70%

IU Kokomo School of Business Assessment Data Form

Course: D542

Semester: Spring 2020 (in-person for the first half of the semester and online for the second)

Faculty: Cox

Goal	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Understand concepts in Accounting	85.3% ¹		x	
Apply concepts in Accounting	78.9% ²		x	
Instruments used to collect data (exam, quiz, etc.): Exams 1-4				

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

¹ Based on questions 29 and 30 from Exam 1, questions 19, 20, and 21 from Exam 2, questions 26 – 27 and 21 - 25 from Exam 3 (online), and questions 8 -11 from Exam 4 (online).

² Based on questions 23, 24, and 28 from Exam 1, questions 13, 14, and 18 from Exam 2, question 21 from Exam 3 (online), and questions 7, 14, 15, 17 from Exam 4 (online).

The results from this class roughly follow a normal distribution. The mean ability of students to understand concepts and correctly solve accounting problems is acceptable to near excellent. However, the ability to correctly apply the concepts has historically lagged behind (and it did in 2020). This result requires more critical thinking and the ability to go beyond how to “solve” and textbook problem.

Our MBA courses are often made up of three groups (at least in terms of accounting and finance). One group understands the concepts well enough to apply them and I have confident that they can be (or already are) outstanding performers in a finance/accounting position. These are A students. The second group are diligent students and can mostly solve problems similar to assigned problems, but they are unreliable in applying the concepts in complex situations. These students will mostly be successful professionals but not likely in complex finance positions. These are B and sometimes A students. The third group (typically the smallest of the three but in 2020 it was larger - five students out of 14 received C+ or B- grades) is less prepared and/or less motivated for MBA work. They are unreliable in solving problems similar to assigned problems (at least on some tests) and are similarly unreliable in applying the concepts. This group I am unlikely to recommend professionally and are C or B- students.

If I based my assessment on the performance of just the top two groups described above, I would rate understanding concepts as excellent and applying concepts as near excellent. I think that these two groups are arguably most relevant in assessment because the third group is often not doing the prescribed work in the class and changing pedagogical methods and material would have little impact.

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 students take the Major Field Test for MBA focusing on MBA-specific knowledge and skills. The most recent sample for the Major Field Test for MBA sample includes 21,865 students from 217 institutions.

	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	Fall 2019 and Spring 2020
Percentile scores										
Number	13	19	27	11	19	16	32	26	20	25
Overall IUK Percentile	95	85	95	90	80	51	34	29	24	65
Marketing	95	80	95	80	57	48	30	23	6	42
Management	95	80	95	85	77	40	21	17	17	67
Finance	90	85	85	95	74	58	52	52	64	83
Managerial Accounting	95	90	95	90	91	78	30	45	19	67
Strategic Integration	95	80	90	90	65	45	42	26	22	69

In prior years, the MBA students also took 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 most recent sample includes 103,363 students at 515 institutions.

	Spring 2012	Fall 2017 and Spring 2018	Fall 2018 and Spring 2019
Percentile scores			
Number of students tested	17	20	17
Overall IU Kokomo Percentile	91	76	66
Accounting	96	91	89
Economics	90	90	72
Management	86	17	51
Quantitative Analysis	75	85	96
Finance	94	98	70
Marketing	75	24	23
Legal/Social Environment	59	44	55
Information Systems	97	93	39
International Issues	70	90	62

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.

APPENDIX D. MANAGEMENT SIMULATION ASSESSMENT RESULTS

Customized Objective Learning Assessment

New Manage

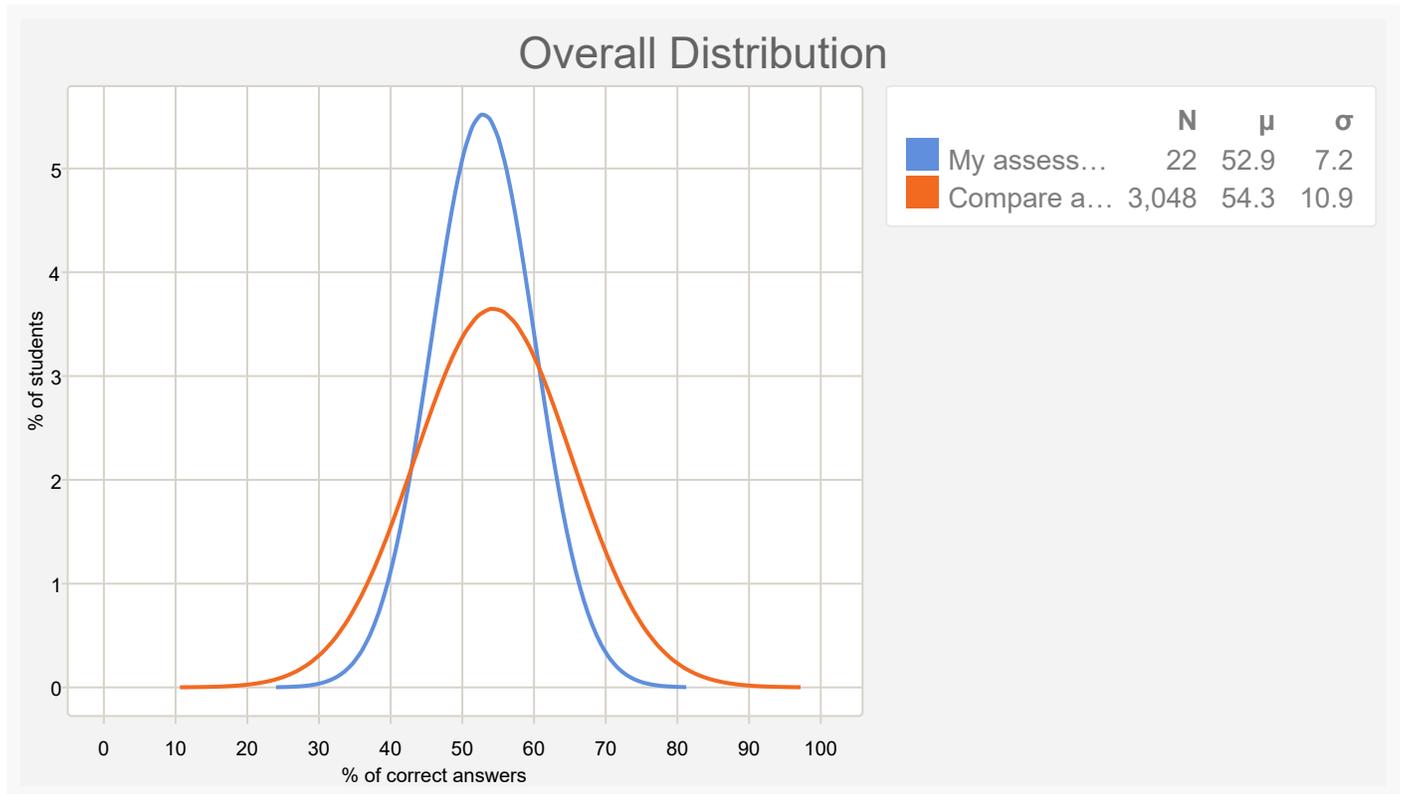
Assessment

Student progress Reopen/Reset Individuals Set time limit Set access Reports
Release results Show/Hide

Select report to display or export them.

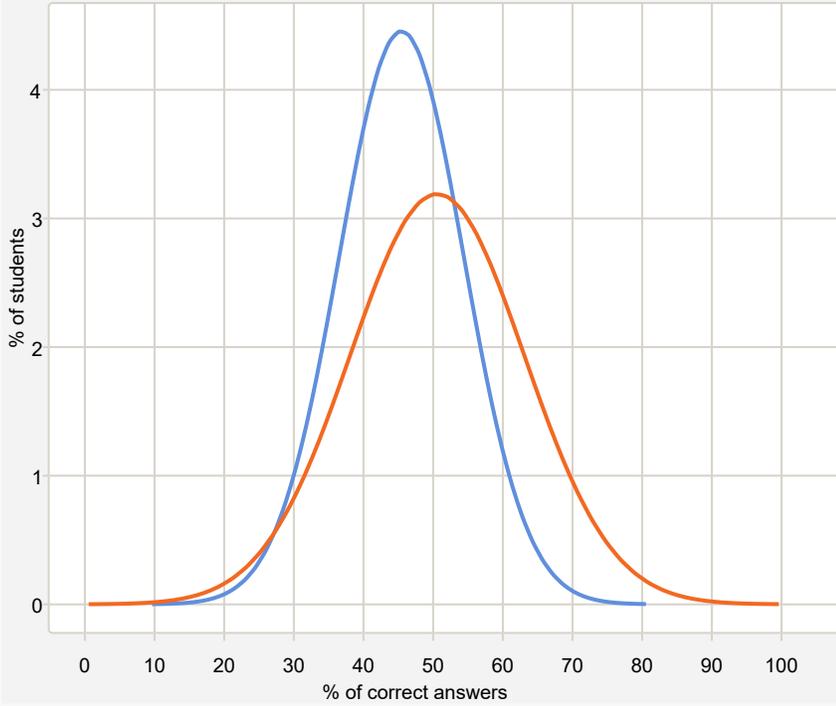
Reports: Comparative report

Show Filter



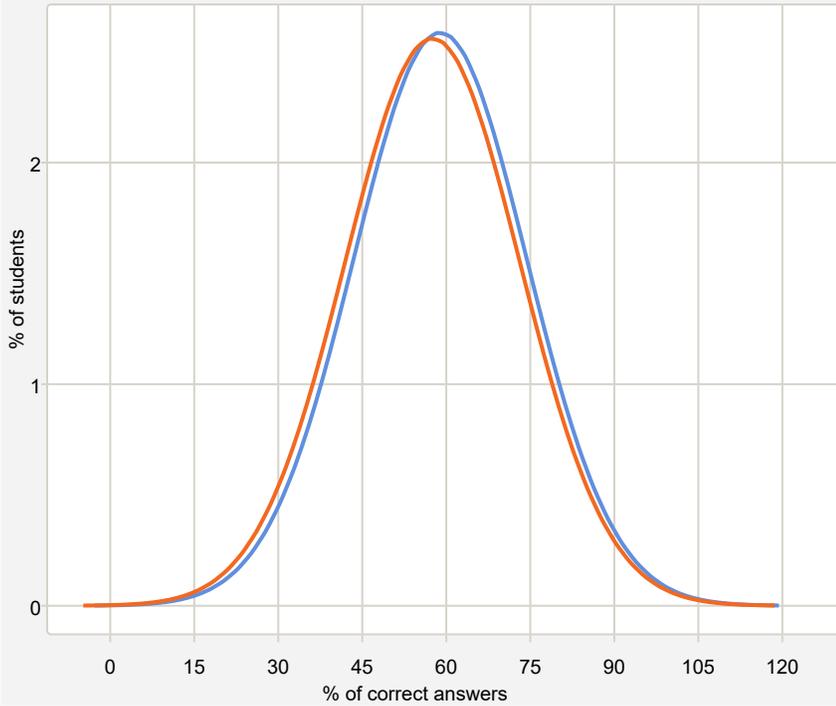
Distribution by Functional Area

Marketing

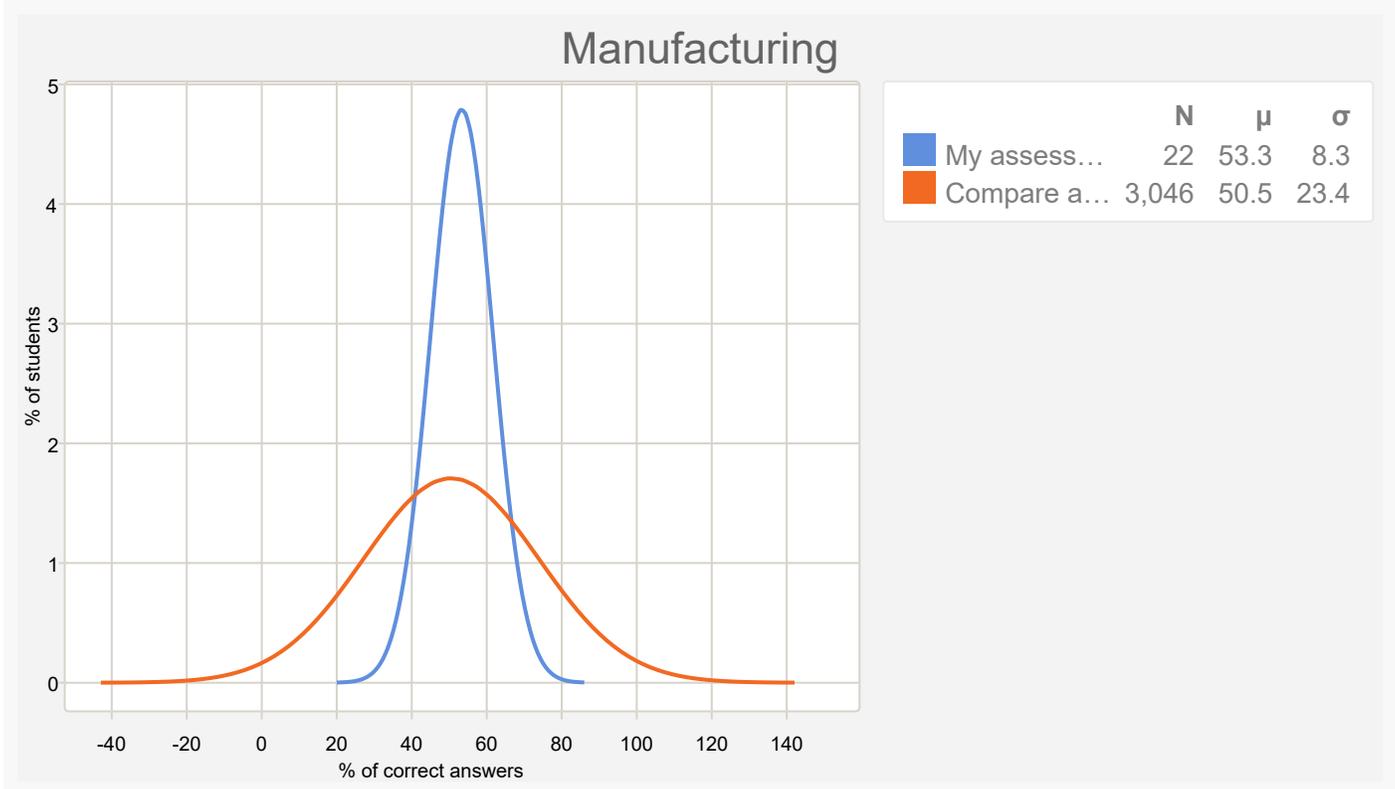
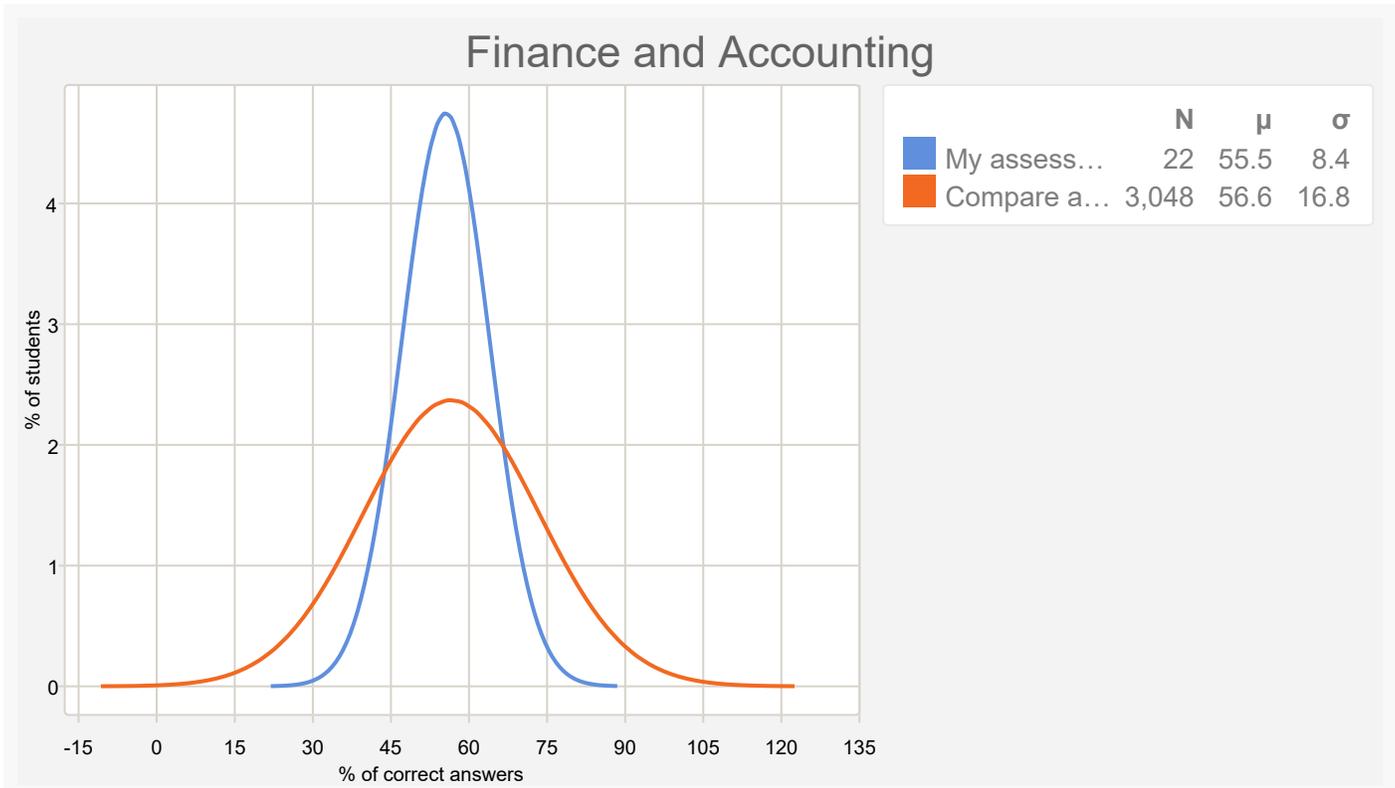


	N	μ	σ
My assess...	22	45.5	9.0
Compare a...	3,048	50.6	12.5

Sales Channel Management

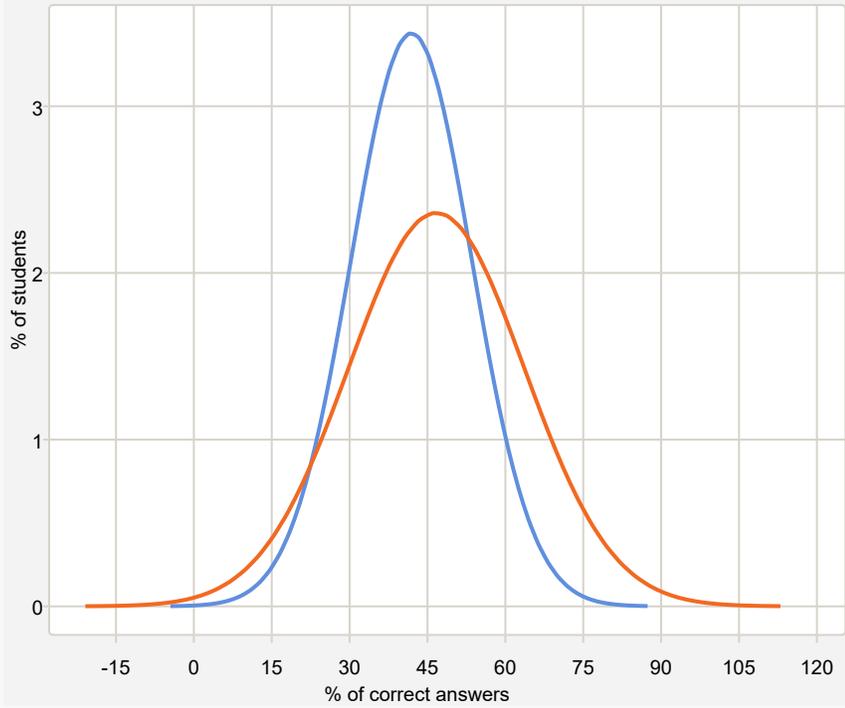


	N	μ	σ
My assess...	22	58.9	15.4
Compare a...	3,048	57.5	15.6



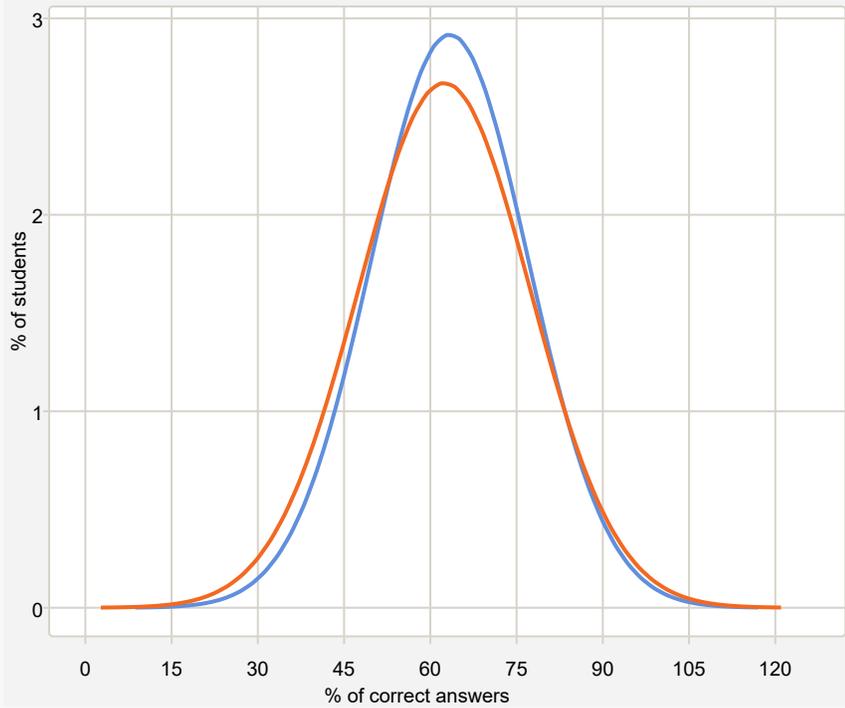
Distribution by Situational Awareness

Perception/Knowledge of Events



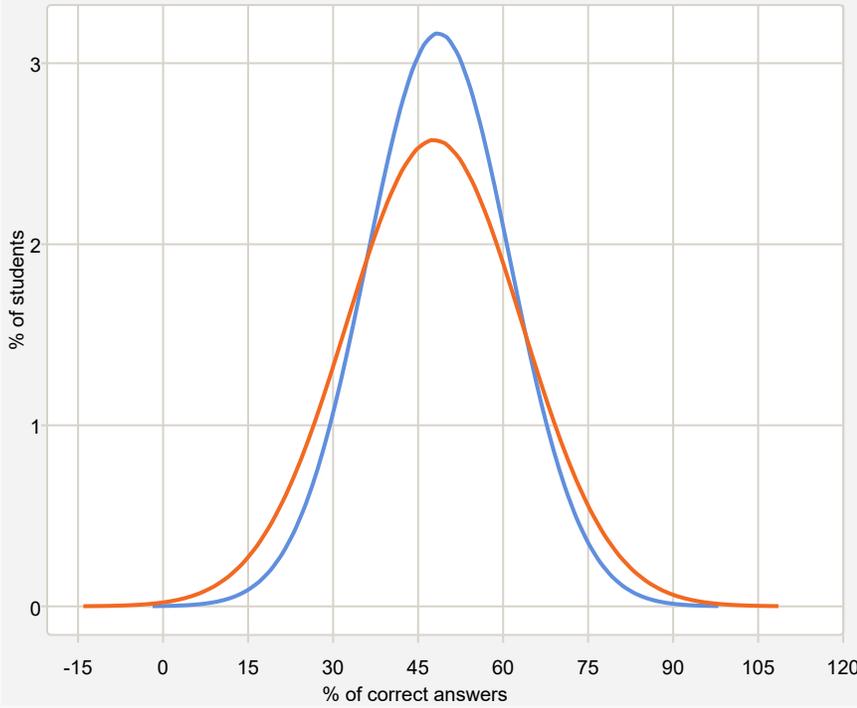
	N	μ	σ
My assess...	22	41.9	11.6
Compare a...	2,501	46.7	16.9

Comprehension of Meaning



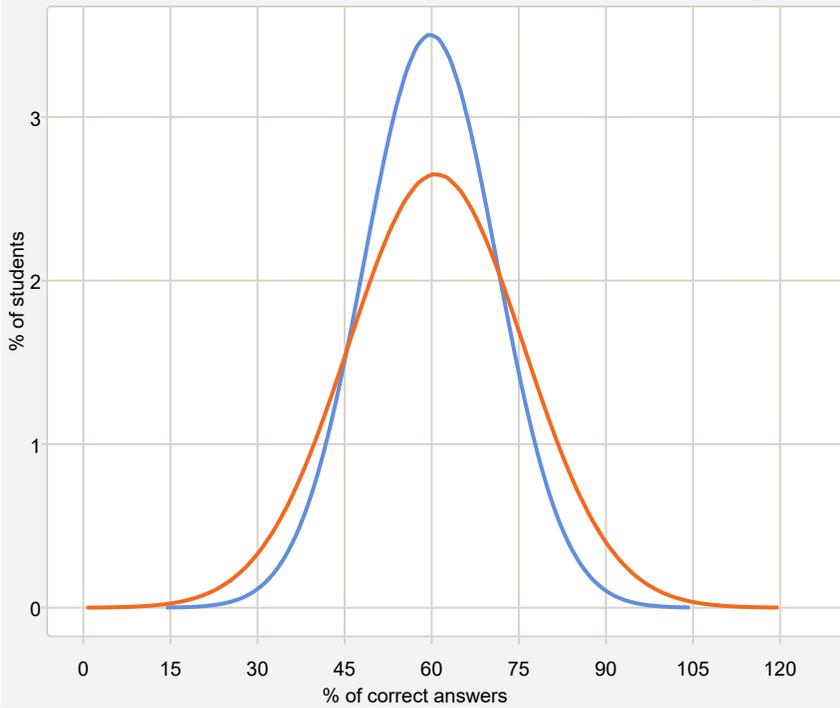
	N	μ	σ
My assess...	22	63.4	13.7
Compare a...	2,501	62.4	14.9

Projection of Future Events



	N	μ	σ
My assess...	22	48.6	12.6
Compare a...	2,501	47.9	15.5

Tools of Management



	N	μ	σ
My assess...	22	59.8	11.4
Compare a...	2,501	60.7	15.0