

Indiana University Kokomo
School of Business
M.B.A. Program
Assessment Report
Academic Year 2020-21

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 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 M.B.A. 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 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.

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 program graduates. The results of this national standardized ETS test allow for comparison of our graduates to a national sample. There were 17 graduates taking the test in Fall 2020 and the mean performance for the cohort was at the 34th percentile compared to all institutions participating in the ETS testing. This Fall 2020 group of students was part of the FCA cohort and the overall mean performance for the FCA cohort in 2020 was at the 54th percentile nationally. 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 in the M.B.A. program:

- 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 periodically 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 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 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 uses 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 is 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. 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 tests for graduate-level knowledge in Marketing, Management, Finance, Accounting, and Strategic Integration of business concepts. In 2020-21, the ETS test was taken by students from the FCA M.B.A. cohort.

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 2020-21 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 2,000 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 simulation assessment 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 three program goals assessed in academic year 2020-21. These goals were further linked to multiple components of learning outcomes. The results were overall positive with four of the components rated at the Excellent level, and four 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 17 graduates taking the test in Fall 2020 and the mean performance for this group was at the 34th percentile compared to all institutions participating in the ETS testing for M.B.A. These students were part of the FCA M.B.A. cohort, and the score for entire cohort of FCA students that included 23 people taking the test in Spring and Fall 2020 was at the 54th percentile. The ETS sample includes 21,865 students from 217 institutions. The Fall 2020 group scored lower than the Spring 2020 group of students from the FCA cohort, but the overall cohort performance was above the national average.

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 2021 completed this assessment. The overall score for our M.B.A. cohort was above the national average, as the IU Kokomo students answered 61.4 percent of questions correctly, compared with 55.3 percent for average performance based on a sample of 2,013 students. The highest area results were observed in Manufacturing, as well as Finance and Accounting, the lowest were observed in Sales Channel Management. 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.

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 in the M.B.A. program linked to the program learning goals appears in Appendix E.

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 2020/21

	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		85%	90% / 70%
1.2	Develop problem solution techniques	E542		X		80%	90% / 70%
1.3	Interpret and implement solution results	E542		X		83%	90% / 70%
2.	Communicate effectively						
2.1	Write clearly and effectively	E542	X			90%	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%
5.	Functional areas of business						
5.1	Understand concepts in areas of business						
5.1.1	Accounting	D542				Not Assessed	90% / 70%
5.1.2	Economics	E542	X			90%	90% / 70%
5.1.3	Finance	F542				Not Assessed	90% / 70%
5.1.4	Management	Z542				Not Assessed	90% / 70%
5.1.5	Marketing	M560				Not Assessed	90% / 70%
5.1.6	Operations	M570				Not Assessed	90% / 70%
5.2	Apply concepts in areas of business						
5.2.1	Accounting	D542				Not Assessed	90% / 70%
5.2.2	Economics	E542		X		86%	90% / 70%
5.2.3	Finance	F542				Not Assessed	90% / 70%
5.2.4	Management	Z542				Not Assessed	90% / 70%
5.2.5	Marketing	M560				Not Assessed	90% / 70%
5.2.6	Operations	M570				Not Assessed	90% / 70%

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 ETS Major Field Tests. The numbers represent percentile rank scores for all categories and for each category separately. Currently, the students take the Major Field Test for MBA focusing on MBA-specific knowledge and skills. The most recent sample for the test includes 21,865 students from 217 institutions nationwide.

Percentile scores are listed in the table	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 (FCA)	Fall 2020	Combined Score for FCA Cohort (19/20)
Number of students	13	19	27	11	19	16	32	26	20	25	17	23
Overall IUK Percentile	95	85	95	90	80	51	34	29	24	65	34	54
Marketing	95	80	95	80	57	48	30	23	6	42	30	/
Management	95	80	95	85	77	40	21	17	17	67	43	
Finance	90	85	85	95	74	58	52	52	64	83	36	
Managerial Accounting	95	90	95	90	91	78	30	45	19	67	36	
Strategic Integration	95	80	90	90	65	45	42	26	22	69	28	

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 nationwide.

Percentile scores	Spring 2012	Fall 2017 and Spring 2018	Fall 2018 and Spring 2019
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

APPENDIX D. MANAGEMENT SIMULATION ASSESSMENT RESULTS

Customized Objective Learning Assessment

New

Manage

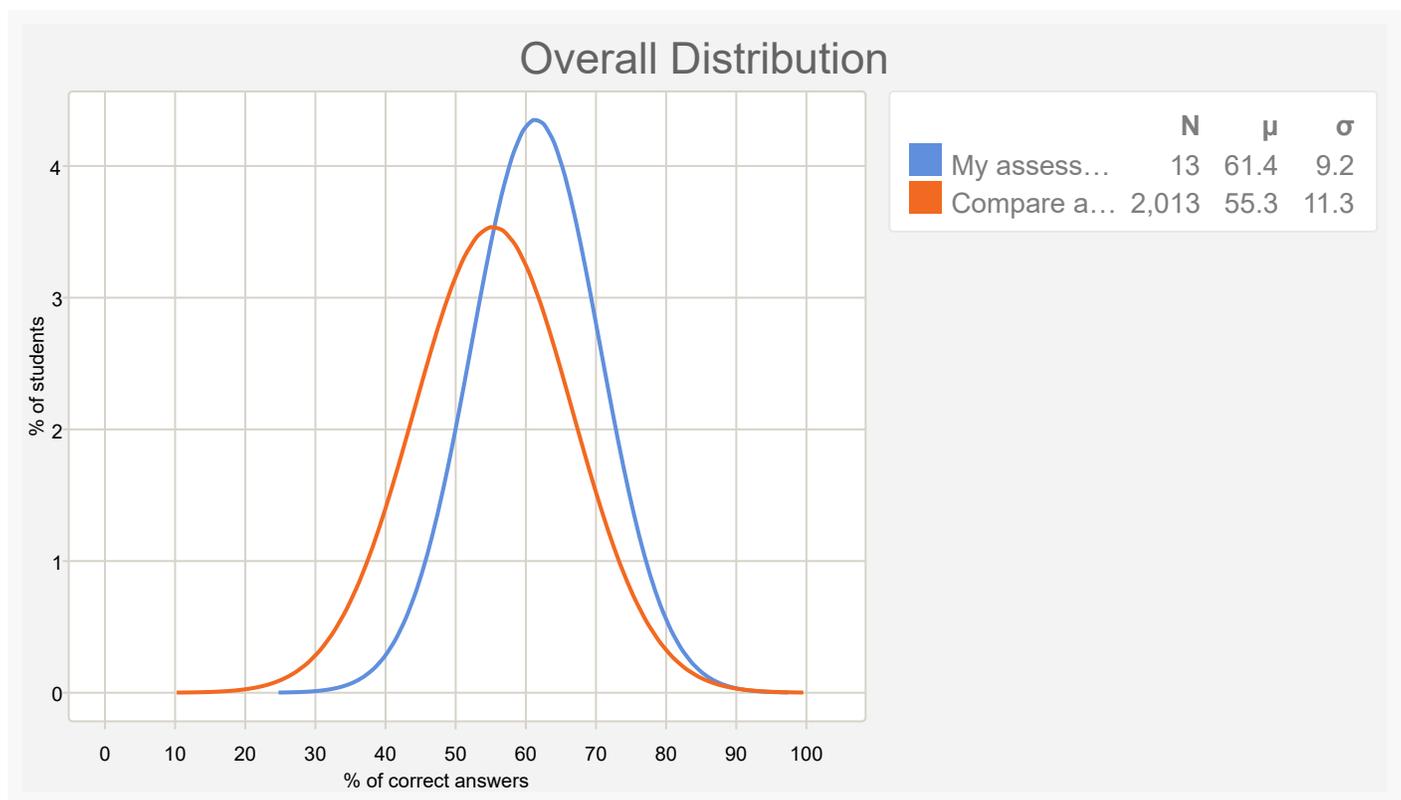
Assurance of Learning

- Student progress
- Set access
- Reports
- Release results
- Show/Hide

Select report to display or export them.

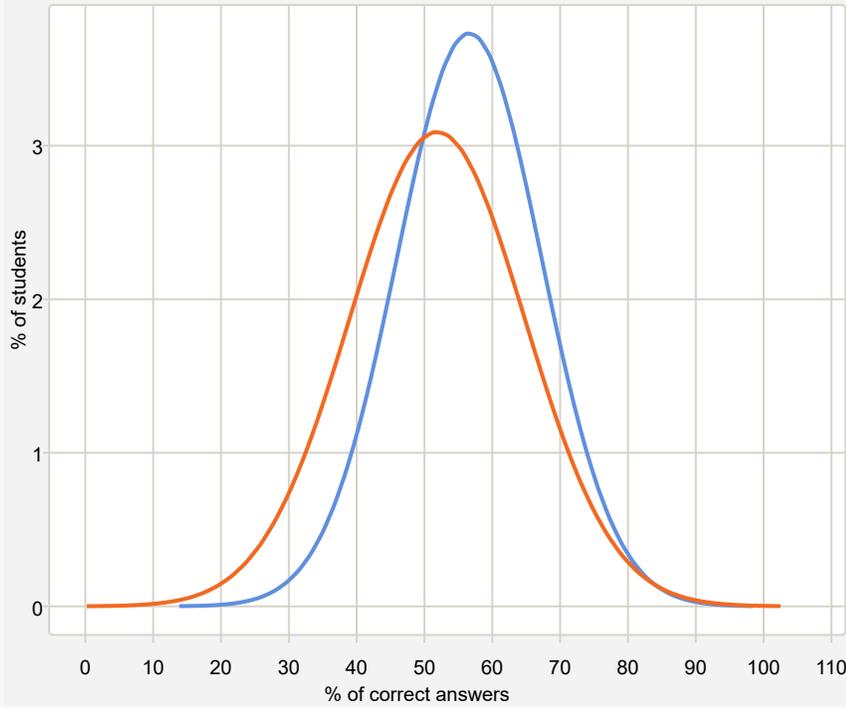
Reports: Comparative report

Show Filter



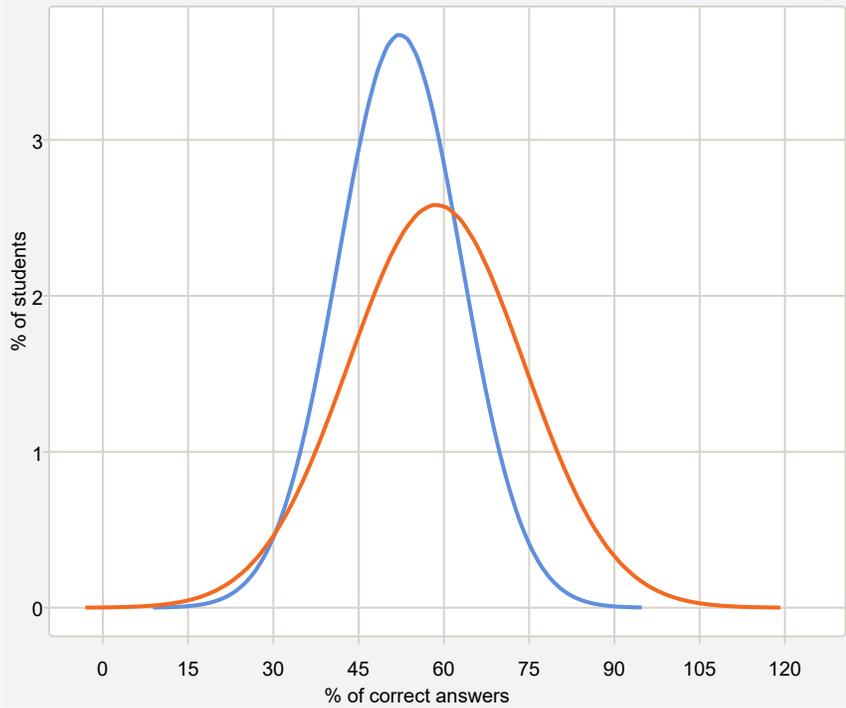
Distribution by Functional Area

Marketing

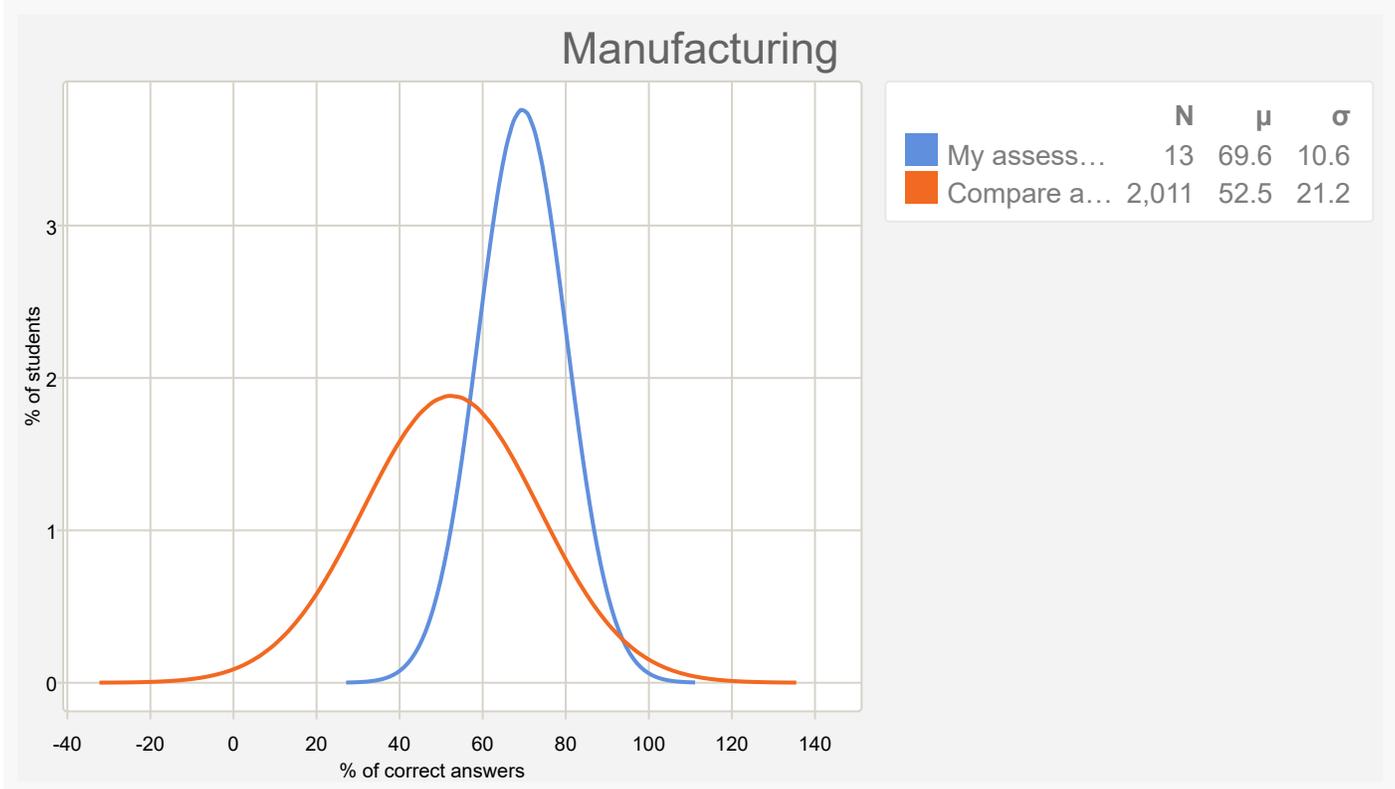
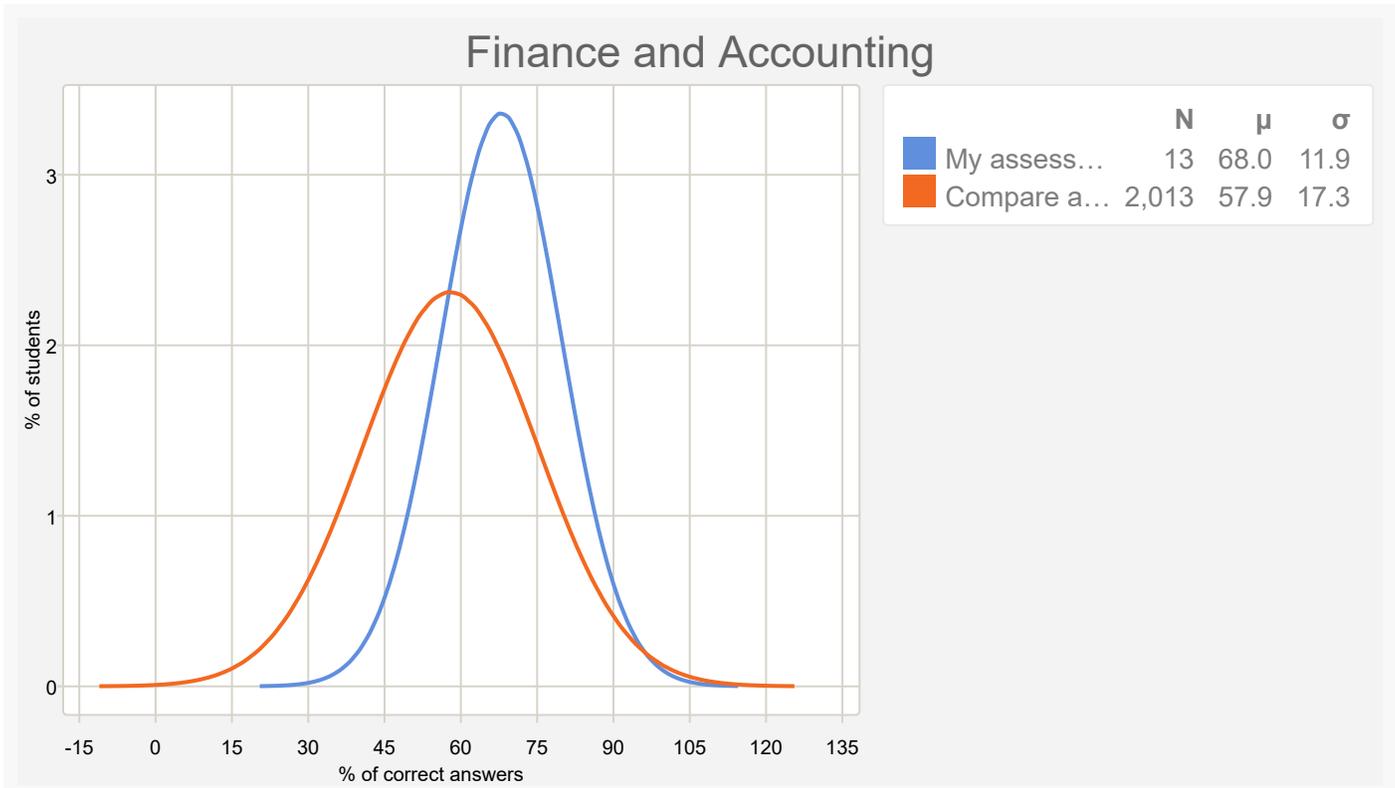


	N	μ	σ
My assess...	13	56.6	10.7
Compare a...	2,013	51.9	12.9

Sales Channel Management

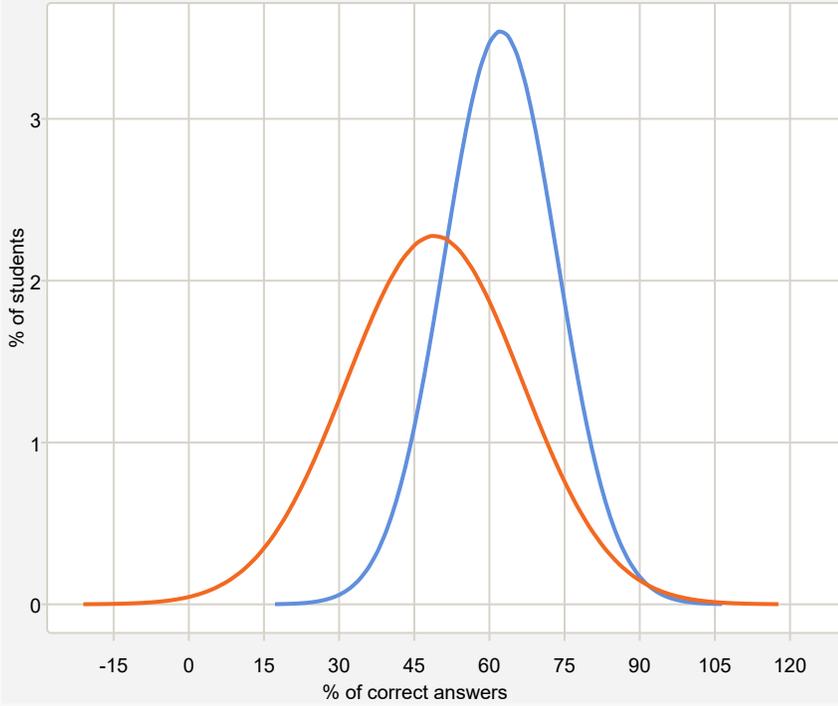


	N	μ	σ
My assess...	13	52.3	10.9
Compare a...	2,013	58.7	15.4



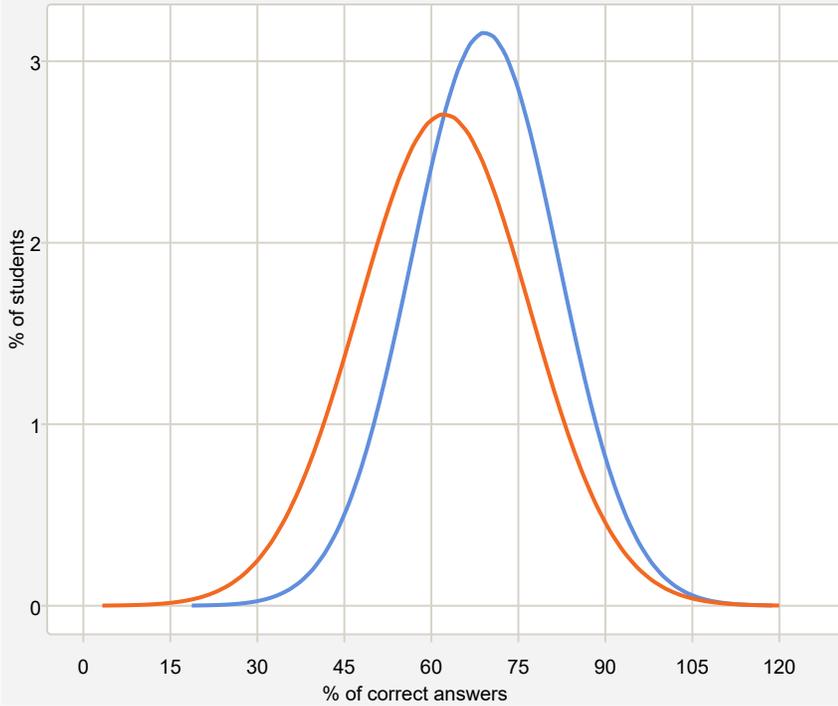
Distribution by Situational Awareness

Perception/Knowledge of Events



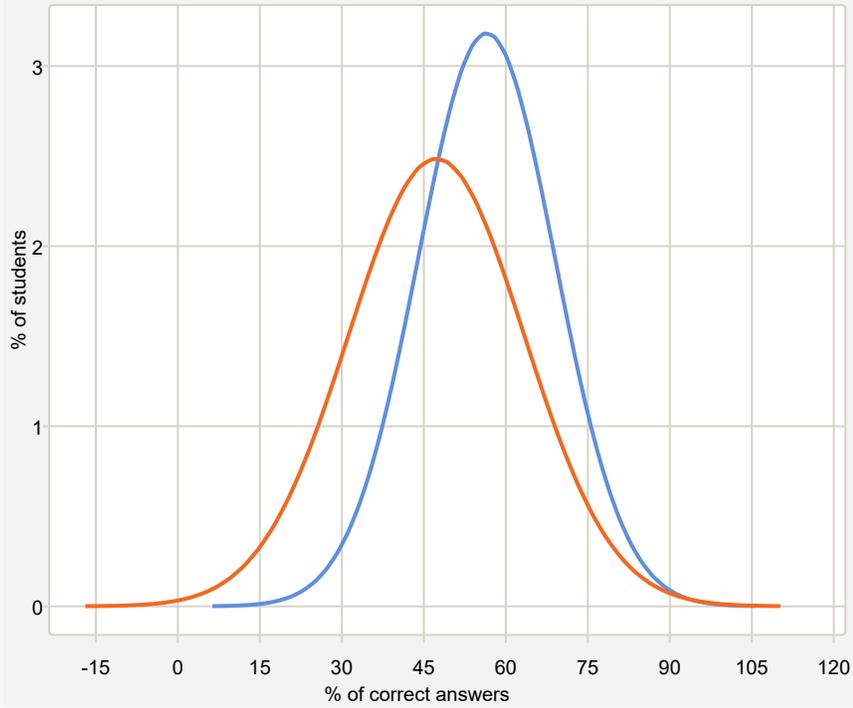
	N	μ	σ
My assess...	13	62.3	11.3
Compare a...	1,777	49.0	17.5

Comprehension of Meaning



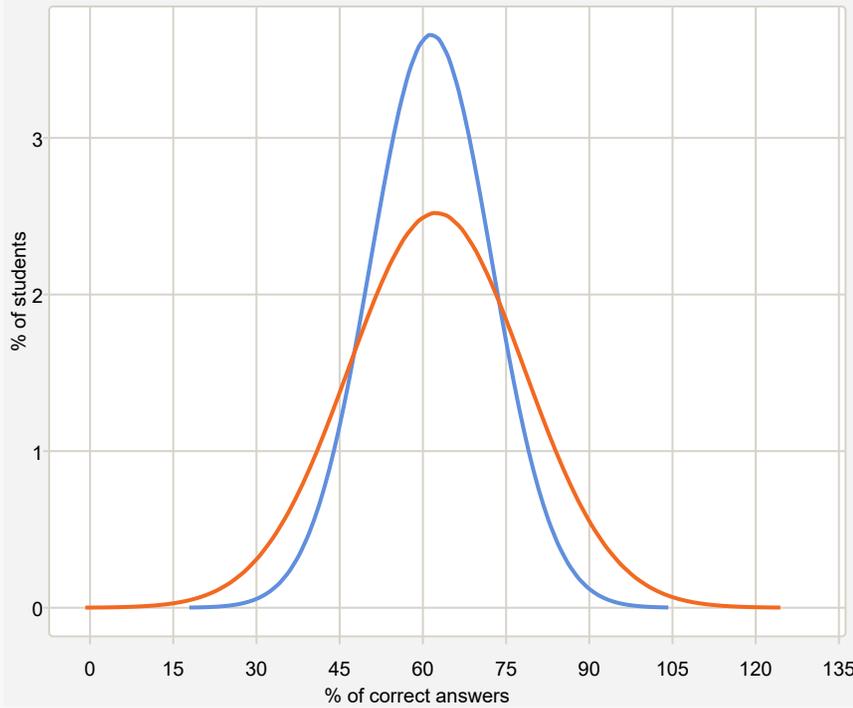
	N	μ	σ
My assess...	13	69.2	12.6
Compare a...	1,777	62.2	14.7

Projection of Future Events



	N	μ	σ
My assess...	13	56.5	12.5
Compare a...	1,777	47.3	16.1

Tools of Management



	N	μ	σ
My assess...	13	61.5	10.9
Compare a...	1,777	62.4	15.8

**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.

MBA Program Learning Outcomes

Learning Outcome	Measure/Finding	Associated Curricular Improvement	Measure/Finding
Critically and analytically reason and solve problems	<ul style="list-style-type: none"> Course-embedded assessment results meet or exceed expectations in AY 15/16, 16/17, 17/18 Management simulation assessment results meet expectations in AY 17/18 to 18/19 	Remove K302 and add S302/K321 prerequisites Develop business analytics course	<ul style="list-style-type: none"> Course-embedded assessment results exceed expectations in AY 18/19 and meet expectations in AY 19/20 Management simulation assessment results meet or exceed expectations and national norms in AY 19/20
Communicate effectively	<ul style="list-style-type: none"> Course-embedded assessment results meet or exceed expectations in AY 15/16, 16/17, 17/18 		<ul style="list-style-type: none"> Course-embedded assessment results exceed expectations in AY 18/19 and 19/20
Approach organizational decisions in ethical, legal and socially responsible manner	<ul style="list-style-type: none"> ETS Business test scores for Legal and Social were at 44th percentile in 2017-18 	Remove J542 course Enhance ethics coverage in other courses	<ul style="list-style-type: none"> ETS scores for Legal and Social improved to the 55th percentile in 2018-19
Operate in dynamic and complex domestic and global organizational environments	<ul style="list-style-type: none"> ETS Business test score for international issues was at 90th percentile in 2017-2018 Course-embedded assessment results not collected in AY 15/16, 16/17, 17/18 		<ul style="list-style-type: none"> ETS Business test score for international issues was at 62nd percentile in 2018-2019 Course-embedded assessment results exceed expectations in AY 18/19 and 19/20

<p>Demonstrate knowledge in the functional areas of business</p>	<ul style="list-style-type: none"> • Overall MBA ETS test score between 24-34th percentile in 2015-2017 • Course-embedded assessment results for the areas of business meet expectations in AY 15/16, 16/17, 17/18 	<p>Introduced additional concentration areas to allow students to deepen their knowledge in specific areas</p>	<ul style="list-style-type: none"> • Overall MBA ETS test score improved to 65th percentile in 2019-2020 • Course-embedded assessment results meet or exceed expectations in AY 18/19 and 19/20
<p>Integrate theory and application from various functional areas in an interdisciplinary approach</p>	<ul style="list-style-type: none"> • MBA ETS test score for Strategic Integration between 22-42nd percentile in 2015-2017 • Course-embedded assessment results for integration meet expectations in AY 15/16, 16/17, 17/18 	<p>Created a capstone course in strategy utilizing business simulation software to improve integration</p>	<ul style="list-style-type: none"> • MBA ETS test score for Strategic Integration improved to 69th percentile in 2019-2020 • Course-embedded assessment results for integration meet or exceed expectations in AY 18/19 and 19/20