

Department/Program: School of Business & Economics	Chair/Director: Anna Rominger	Assessment cycle/year:
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Mission/Purpose

The Indiana University Northwest School of Business & Economics, a regional business school in the Indiana University system:

- provides premier undergraduate business education to the citizens of northwest Indiana through AACSB International accredited programs;
- offers balanced curricula based upon our distinctive competencies in teamwork and leadership;
- enhances understanding of diversity, global business and the application of technology;
- offers a work-friendly, AACSB accredited MBA program which focuses on executive leadership and teamwork;
- serves both traditional and non-traditional commuter students in a richly diverse urban environment.

We value high quality teaching and recognize that business and economics research, whether applied, basic, or teaching-related, is essential to that end.

We are committed to promoting lifelong learning by offering business degrees and management development programs. We are dedicated to sustaining the vitality and supporting the economic development of our region through encouraging our faculty and students to engage in the community.

The Mission of the SOBE places equal emphasis on teaching and research because the faculty believes that appropriate research informs and improves their teaching. Faculty scholarship and maintenance of currency in the field are critical components of the Mission in meeting its academic commitment to its student constituency.

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

Undergraduate Goal 1. Students can demonstrate effective teamwork skills

Undergraduate Goal 2. Students can demonstrate effective team leadership roles

Undergraduate Goal 3. Students can use business management software in the analysis of business decision situations

Undergraduate Goal 4. Students can demonstrate effective interpersonal, written and oral communication skills

Undergraduate Goal 5: Students can demonstrate knowledge of the functional business disciplines

Undergraduate Goal 6: Students can demonstrate knowledge and understanding of ethical issues and effectively apply ethical concepts to business decision making

Undergraduate Goal 7: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions

Undergraduate Goal 8: Students can demonstrate the ability to think critically and analytically when making effective business decisions

MBA Goal 1a: Students can demonstrate and identify effective teamwork skills and recommend steps for improving teamwork skills

MBA Goal 1b: Students can demonstrate and identify effective leadership skills and recommend steps for improving leadership skills

MBA Goal 2a: Students can effectively and comprehensively apply MIS tools and knowledge in the analysis of business decision situations

MBA Goal 3a: Students can demonstrate knowledge of the functional business disciplines.

MBA Goal 3b: Students can demonstrate the ability to think critically and analytically when making effective business decisions

MBA Goal 4a: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions

MBA Goal 4b: Students display corporate social responsibility

Which Goals did you assess this year?

All undergraduate and MBA learning goals were assessed.

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
<i>Ex. Students will demonstrate proficiency in oral communication.</i>	<i>Rubric applied to capstone project presentations.</i>	<i>60% of students scored a 3 or higher.</i>	<i>Provide tutorials and practice sessions for oral presentations once a month through the tutoring center.</i>
Undergraduate Goal 1. Students can demonstrate effective teamwork skills	<ul style="list-style-type: none"> • Team Evaluation Form in Z442 • Assessment Center 	94% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
Undergraduate Goal 2. Students can demonstrate effective team leadership roles	<ul style="list-style-type: none"> • Team Evaluation Form in Z442 • Assessment Center 	79% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
Undergraduate Goal 3. Students can use business management software in the analysis of business decision situations	<ul style="list-style-type: none"> • Technology Pre-Test and Post-test in K321 • ETS iSkills exam in K321 • MIS case in K321 	47% of students were in the competent or accomplished categories	Our Curriculum Committee will be charged with addressing the change in performance in information technology.
Undergraduate Goal 4. Students can demonstrate effective interpersonal, written and oral communication skills	<ul style="list-style-type: none"> • Written Communication Evaluation Form in W402 • Presentation in W402 and J403 • Assessment Center 	63% of students were in the competent or accomplished categories for written communication; 93% for interpersonal; and 96% for oral communication	Our Curriculum Committee will be charged with addressing the deficits in written communication.
Undergraduate Goal 5: Students can demonstrate knowledge of the functional business disciplines	<ul style="list-style-type: none"> • ETS exam in J403 	Over half of our students were in the competent or accomplished categories for all nine functional areas; 50% Accounting; 65% Finance; 80% IS; 73% Management; 69% Marketing; 50% Economics; 69% Legal; 54% Quantitative; 53% International	Although our students' performance hovers near the national mean, we continue to strive for improvement. Our Curriculum Committee is discussing additional ways that we can improve student performance on the ETS exam.
Undergraduate Goal 6: Students can demonstrate knowledge and understanding of ethical issues and effectively apply ethical concepts to business decision making	<ul style="list-style-type: none"> • Ethics exam on the ETS exam in J403 • Ethics Exam 1 and 2 in P306 and L201 • Assessment Center 	82% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
Undergraduate Goal 7: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions	<ul style="list-style-type: none"> • Diversity Exam 1 and 2 in X255 • Essay Question in X255 • Assessment Center 	64% of students were in the competent or accomplished categories	We are pleased to see an improvement in student performance, but continue to work on this issue. It may take time to see a more pronounced improvement, since the Assessment Center assessment occurs 2-3 years after the coursework. We will continue to monitor.

Undergraduate Goal 8: Students can demonstrate the ability to think critically and analytically when making effective business decisions	<ul style="list-style-type: none"> • Essay Question in W402 • Assessment Center 	58% of students were in the competent and accomplished categories	We will continue our work in implementing a specific critical thinking model across our curriculum.
MBA Goal 1a: Students can demonstrate and identify effective teamwork skills and recommend steps for improving teamwork skills	<ul style="list-style-type: none"> • Self-Assessment project in C512 • Team Member Feedback project in C512 • Assessment Center 	91% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
MBA Goal 1b: Students can demonstrate and identify effective leadership skills and recommend steps for improving leadership skills	<ul style="list-style-type: none"> • 16 PF project in C512 • Hogan Development Survey project in Z506 • Assessment Center 	84% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
MBA Goal 2a: Students can effectively and comprehensively apply MIS tools and knowledge in the analysis of business decision situations	<ul style="list-style-type: none"> • Excel Case 1 and 2 in A516 • ETS iSkills in A516 • MIS case in A516 	85% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
MBA Goal 3a: Students can demonstrate knowledge of the functional business disciplines.	<ul style="list-style-type: none"> • ETS exam in D511 	70% of our students or more were in the competent or accomplished categories for all five functional areas; 81% marketing; 70% management; 78% finance; 70% accounting; 76% strategic integration	None at this time. We will continue to monitor.
MBA Goal 3b: Students can demonstrate the ability to think critically and analytically when making effective business decisions	<ul style="list-style-type: none"> • Assessment Center 	58% of students were in the competent or accomplished categories	We will continue our work in implementing a specific critical thinking model across our curriculum.
MBA Goal 4a: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions	<ul style="list-style-type: none"> • Diversity Exam 1 and 2 in G514 • Diversity Essay/Case in G514 • Assessment Center 	43% of students were in the competent or accomplished categories	We are monitoring student performance to see if the increase in the diversity-related course content for B514 will help our students' performance.

MBA Goal 4b: Students display corporate social responsibility	<ul style="list-style-type: none"> • Ethics Exam on ETS in D511 • Ethics Exam 1 and 2 in B514 	87% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
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Analysis Questions

<i>Ex. Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?</i>
1. We have developed a critical thinking course that will integrate critical thinking, ethics, diversity and regulatory law into one course. We are in the process of obtaining approval for this course to meet gen ed requirements.
2. We were not able to address the written communication issue last AY, but hope to do so through our Curriculum Committee this semester.
3. The critical thinking model is being used in some courses and extensively in L201.