

**Indiana University Kokomo  
School of Business  
M.B.A. Graduate Program  
Assessment Plan  
Academic Years 2021/22 to 2025/26**

The School of Business assessment plan is driven by its mission and vision and reflects its strategic planning. The School's mission and vision statements are regularly reviewed and have been updated in Fall 2020.

## **I. Vision and Mission Statements**

### Vision

The School of Business will be nationally recognized as a first-choice educational institution, dedicated to quality in teaching, academic excellence, student success, and research.

### Mission

The Indiana University Kokomo's School of Business provides high-quality academic programs at an affordable price delivered by dedicated faculty in a student-centric environment. We advance business knowledge through excellence in teaching, research, and community collaboration, and create life-time value for our students through multiple real-world learning experiences.

## **II. Student learning outcomes**

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.

Program goals and outcomes are created by the Curriculum Management and Assurance of Learning Committee of the School (CMAL) and are then adopted by vote at a general meeting of the School. The goals and outcomes are regularly reviewed. There are six program goals further refined into learning outcomes. The outcomes 5.1-5.2 that focus on the knowledge and skills in the areas of business are further refined into six components – one for each area listed. In 2021, the School performed a complete review and revision of the M.B.A. graduate program goals and learning outcomes.

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 – Identify ethical dilemmas and assess impact on stakeholders

Outcome 3.2 – Analyze the impact of the legal and regulatory environment on business

Outcome 3.3 – Discuss the social responsibility and inclusiveness of business

Outcome 3.4 – Recognize cultural differences and diverse perspectives

**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

### **III. Curriculum map**

Appendix A provides the curriculum map for the learning outcomes and their components. The map identifies the courses and the assessment instruments that are used for assurance of learning on the outcomes presented above.

### **IV. Assessment Plan**

The School plans to use a combination of internal course-embedded assessment tools and external assessment with a standardized test. The School's cycle of assurance of learning begins with a review of the assessment plan including learning goals and outcomes, assessment activities, and benchmarks. Table 1 displays the schedule of assurance of learning activities. External assessment with the ETS Test for M.B.A. will be performed every other academic year. A review of the data collected occurs after the conclusion of each academic year. Furthermore, the assessment plan itself is reviewed regularly to ensure it stays consistent with the strategic plan documents and mission of the School. This is performed on the schedule of AACSB accreditation maintenance. Any changes to strategic documents will be incorporated into the assessment plan.

**Table 1. Schedule of the Assurance of Learning Activities**

Academic Year	Internal Assessment	External Assessment
2021/22	Review and re-design of the assessment plan Data collection for outcomes linked to Goals 1-6	ETS Test for M.B.A., Course-Embedded Assessment
2022/23	Data collection for outcomes linked to Goals 1-6	ETS Test for M.B.A., Course-Embedded Assessment, Simulation assessment
2023/24	Data collection for outcomes linked to Goals 1-6	ETS Test for M.B.A., Course-Embedded Assessment, Simulation assessment
2024/25	Data collection for outcomes linked to Goals 1-6	ETS Test for M.B.A., Course-Embedded Assessment, Simulation assessment
2025/26	Review of the assessment plan, AACSB maintenance of accreditation Data collection for outcomes linked to Goals 1-6	ETS Test for M.B.A., Course-Embedded Assessment, Simulation assessment

### **Course-Embedded Assessment**

A course-embedded system of assessment will be used to collect data on student performance. The course-embedded assessment techniques incorporate assessment into regular class activities. The Curriculum Map provided in Appendix A demonstrates which specific courses will be used for data collection for each of the learning outcomes. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed assessment forms to evaluate the learning outcomes in each of the core curriculum courses. Please refer to Appendix B for a sample assessment data form. The forms identify the achievement of each learning outcome by classifying student performance into one of three categories – Excellent, Acceptable, or Needs Improvement. CMAL and the faculty collecting assessment data also develop rubrics as necessary.

For each outcome assessed, the data will be collected for all students in a course section. Over the course of the assessment cycle, 100-percent of the School's resident faculty teaching in the M.B.A. program will participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee will review the assessment results. The results will also be discussed with all faculty in regular school meetings.

### **Benchmarks**

Utilizing the course-embedded system of assessment will allow for detailed outcome-level data on the achievement of the outcomes connected to each program goal. The assessment forms identify the performance levels in the following fashion – Level I (Exemplary achievement of the outcome), Level II (Satisfactory achievement of the outcome), Level III (Outcome achievement needs improvement). The individual benchmarks for each outcome are set by the faculty and examined by the CMAL committee during the assessment plan review. A typical benchmark for Level I (Exemplary achievement of the outcome) is set at 90 percent performance as recorded on the course-embedded assessment instrument. A typical benchmark for Level II (Satisfactory achievement of the outcome) is set at 70 percent performance as recorded on the course-embedded assessment instrument.

## **National standardized testing**

The School will perform external assessment of its graduates' achievement on Business-related outcomes by using the ETS Major Field Test for M.B.A. This is a standardized national test that covers the functional areas of business. The test is a 3-hour exam that test for graduate-level knowledge in Marketing, Management, Finance, Accounting, and Strategic Integration. The CMAL Committee will review the results and report the results to the faculty and other stakeholders. The ETS test provides data comparable to over 200 M.B.A. institutions nationwide. The data from the ETS test provides external validation to the internal course-embedded assessment data.

The faculty of the School reviewed a copy of the test from ETS to establish a link with the program goals and outcomes. ETS reports test results as nine assessment indicators measuring the achievement in nine areas of business. Appendix C presents a mapping of the ETS assessment indicators to the School's learning outcomes and components. The data received from the ETS test will measure student performance on these specific outcomes. Please refer to the table in Appendix C for details. The ETS testing will be performed for all program graduates at least every other year, and more often if areas of concern are discovered.

### **Benchmarks**

The ETS test allows us to get external validation of student performance, and to compare performance of our students with that of over 20,000 graduate students at over 200 other institutions. The ETS reports an overall mean score for the program, as well as scores in the five areas of business, and individual student scores for the complete test. The benchmark for excellence is for our students to perform better than at the national mean level. This is a high expectation, as the comparison sample for the ETS test for M.B.A. includes the results of test-takers from highly selective national and international programs. The benchmark for Excellence for the program is to have program-level mean scores and area scores for each of the five areas of business above the 50<sup>th</sup> percentile of all institutions participating in the M.B.A. ETS testing. The benchmark for Satisfactory performance is to have program-level mean scores and area scores for each of the five areas of business above the 30<sup>th</sup> percentile of all institutions participating in the ETS testing.

## **Management Simulation Assessment**

As an additional external assessment instrument, the School will assess performance of its students on a web-based simulation from Marketplace Simulations in the BUKO-J561 course. Specifically, the students will complete Advanced Strategic Corporate Management simulation and data will be 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 will complete the assessment in that class each year. 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. 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.

### **Benchmarks**

The management simulation assessment allows us to get external validation of student performance. The simulation assessment results are reported as a distribution of student performance for the School as well as for the national sample. The benchmark for Excellence is set as mean performance that exceeds the national means on every component of assessment.

## V. Schedule of Assessment Activities by Year

<b>Academic Year 2021-2022</b>	
<b>Student Learning Outcomes</b>	Program goals 1, 2, 3, 4, 5, 6
<b>Measure Description</b>	<ol style="list-style-type: none"><li>1. Program goals 1-6 will be assessed with course-embedded assessment.</li><li>2. Program goals 1, 4, 5, 6 will be assessed with the ETS Test.</li><li>3. Program goals 1, 4, 5, 6 - Management Simulation Assessment.</li></ol>

<b>Academic Year 2022-2023</b>	
<b>Student Learning Outcomes</b>	Program goals 1, 2, 3, 4, 5, 6
<b>Measure Description</b>	<ol style="list-style-type: none"><li>1. Program goals 1-6 will be assessed with course-embedded assessment.</li><li>2. Program goals 1, 4, 5, 6 will be assessed with the ETS Test.</li><li>3. Program goals 1, 4, 5, 6 - Management Simulation Assessment.</li></ol>

<b>Academic Year 2023-2024</b>	
<b>Student Learning Outcomes</b>	Program goals 1, 2, 3, 4, 5, 6
<b>Measure Description</b>	<ol style="list-style-type: none"><li>1. Program goals 1-6 will be assessed with course-embedded assessment.</li><li>2. Program goals 1, 4, 5, 6 will be assessed with the ETS Test.</li><li>3. Program goals 1, 4, 5, 6 - Management Simulation Assessment.</li></ol>

<b>Academic Year 2024-2025</b>	
<b>Student Learning Outcomes</b>	Program goals 1, 2, 3, 4, 5, 6
<b>Measure Description</b>	<ol style="list-style-type: none"><li>1. Program goals 1-6 will be assessed with course-embedded assessment.</li><li>2. Program goals 1, 4, 5, 6 will be assessed with the ETS Test.</li><li>3. Program goals 1, 4, 5, 6 - Management Simulation Assessment</li></ol>

<b>Academic Year 2025-2026</b>	
<b>Student Learning Outcomes</b>	Program goals 1, 2, 3, 4, 5, 6
<b>Measure Description</b>	<ol style="list-style-type: none"><li>1. Program goals 1-6 will be assessed with course-embedded assessment.</li><li>2. Program goals 1, 4, 5, 6 will be assessed with the ETS Test.</li><li>3. Program goals 1, 4, 5, 6 - Management Simulation Assessment.</li></ol>

## **APPENDIX A. CURRICULUM MAP**

		D542	E542	F542	J561	K542	J552	M560	M570	Z542
<b>Goal 1.</b>	<b>Critical/Analytical Reasoning</b>									
Outcome 1.1	Provide identification and formulation of problem	Disc, Quiz, Test	Project	Disc, Quiz, Test		Data Assignment/HW	Research Project (Developing Research Questions & Structured Interview)	Essay, Exam	Problems, Cases, Projects, Exams	
Outcome 1.2	Develop problem solution techniques	Disc, Quiz, Test	Project	Disc, Quiz, Test		Data Assignment/HW	Research Project (Present and write-up findings & recommendations).	Essay	Problems, Cases, Projects, Exams	
Outcome 1.3	Interpret and implement solution results	Disc, Quiz, Test	Project	Disc, Quiz, Test		Data Assignment/HW		Essay		
<b>Goal 2.</b>	<b>Communicate Effectively</b>									
Outcome 2.1	Write clearly and effectively						Final Research Paper	Essay		papers
Outcome 2.2	Present clearly and persuasively		Presentation		presentations		Final Research Presentation	Essay		
Outcome 2.3	Work in and lead teams						Work Group Collaboration Assessment	Essay		
<b>Goal 3.</b>	<b>Ethical, Legal, Social Responsibility</b>									
Outcome 3.1	Identify ethical dilemmas					Group Discussions	Ethics: 1 case study analysis on ethical dilemmas & 1 class preparation activity	Discussion		
Outcome 3.2	Legal and regulatory environment						Legal/regulatory: 1 case study & 1 class preparation activity	Essay, Exam		
Outcome 3.3	Social responsibility of business					Group Discussions	2 in-class activities & 1 case study analysis	Discussion		
Outcome 3.4	Recognize cultural differences and diversity					Group Discussions	Case study analysis	Discussion		
<b>Goal 4.</b>	<b>Dynamic Global Organizational Environment</b>									
Outcome 4.1	Synergies resulting from global alliances									
Outcome 4.2	Opportunities and threats of globalization							Essay		
<b>Goal 5.</b>	<b>Knowledge in the functional areas of business</b>									
Outcome 5.1	Understand concepts in the functional areas of business									
	Accounting	Disc, Quiz, Test								
	Economics		Quiz, Exam							
	Finance			Disc, Quiz, Test						
	Management						Group project			papers
	Marketing							Essay, Exam		
	Operations					HW			Problems, Cases, Projects, Exams	
Outcome 5.2	Apply concepts in the functional areas of business									
	Accounting	Disc, Quiz, Test								
	Economics		Quiz, Exam							
	Finance			Disc, Quiz, Test						
	Management						Case study analyses & class preparation activities			papers
	Marketing							Essay, Exam		
	Operations					HW			Problems, Cases, Projects, Exams	
<b>Goal 6.</b>	<b>Integrative/Interdisciplinary</b>									
Outcome 6.1	Competitive and internal analysis of organization	Disc, Quiz, Test		Disc, Quiz, Test	simulation			Essay		
Outcome 6.2	Describe interaction of functional areas	Disc, Quiz, Test		Disc, Quiz, Test	presentations					

**APPENDIX B. SAMPLE ASSESSMENT FORM**

**IU Kokomo School of Business Assessment Data Form**

**Course:** D542  
**Semester:**  
**Faculty:**

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, and the % of students who meet the threshold respective area. The threshold for Excellent is 85% and for Acceptable is 70%.

Goals and Outcomes	Score	Evaluation			% of Students		
		Excellent	Acceptable	Needs Improvement	Excellent	Acceptable	Needs Improvement
Outcome 2.1. Determine the nature and extent of information needed for a business decision							
Outcome 2.2. Use technology to organize, analyze, and present data							
Outcome 6.1. Explain concepts in the functional areas of business in Information Systems							
Outcome 6.2. Apply concepts in the functional areas of business in Information Systems							
<b>Additional Comments: (Explain/summarize data and attach additional material if necessary)</b>							

**APPENDIX C. ETS TEST MAPPING FOR PROGRAM OUTCOMES**

<b>Objectives/Outcomes</b>		<b>Marketing</b>	<b>Management</b>	<b>Finance</b>	<b>Managerial Accounting</b>	<b>Strategic Integration</b>
<b>CRITICAL/ANALYTICAL REASONING</b>						
Provide identification and formulation of problem	1.1					X
Develop problem solution techniques	1.2					X
Interpret and implement solution results	1.3					X
<b>COMM AND ORG MGMT SKILLS</b>						
Write clearly and effectively	2.1					
Present clearly and persuasively	2.2					
Work in and lead teams	2.3					
<b>ETHICAL, LEGAL, SOCIAL RESPONSIBILITY</b>						
Concept of ethics	3.1					X
Legal and regulatory environment	3.2					
Social responsibility of business	3.3					X
<b>DYNAMIC GLOBAL ORGANIZATIONAL ENVIRONMENT</b>						
Synergies resulting from global alliances	4.1					X
Opportunities and threats of globalization	4.2					
<b>FUNCTION-RELATED KNOWLEDGE</b>						
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					
<b>INTEGRATIVE / INTERDISCIPLINARY</b>						
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.