

**Indiana University Kokomo
School of Business
Undergraduate Program
Assessment Report
Academic Year 2014-2015**

I. BRIEF SUMMARY OF ASSESSMENT PLAN

Highlights of the Assessment Plan

Assurance of student learning remains a priority for the School of Business. Recently, the School performed a complete revision of its program goals and learning outcomes and started a new cycle of assessment data collection in Fall 2013 in order to measure student achievement of these outcomes. Specifically, the School decided to engage in a two-year effort of assessing every general education and business area learning outcome. The goal is to collect a complete set of assessment data for every outcome in advance of the School's accreditation maintenance visit in 2016. In 2014-15, we used course-embedded assessment techniques to gather data on the achievement of all learning outcomes in core undergraduate courses. The faculty developed assessment forms and used benchmarks to evaluate individual student performance and establish whether the student learning in an outcome is Excellent, Acceptable, or Needs Improvement.

In order to get external validation of the assessment results, the School also used the ETS Major Field Test in Business to measure the knowledge and skills of graduates. This is an international standardized test. The 2014 comparative benchmarks from ETS are based on the sample of 31,195 students at 489 institutions worldwide. Overall, the School's graduates performed strongly on this national test. The mean performance for the 2014 cohort was at the 80th percentile compared to the international sample of all institutions participating in the ETS Major Field Test.

The following are the highlights in our assessment of student learning:

- Mission, Program Goals and Learning Outcomes were reviewed and updated in 2013
- Course-embedded assessment data are collected every academic year
- 100 percent of the School's faculty participate in assessment of student learning
- External testing is performed with the standardized ETS Major Field Test for Business
- Assessment Committee oversees all assessment activities
- Assessment results were reviewed by all faculty in regular faculty meetings
- Other activities also include periodic surveys of students and graduates

Goals and Outcomes Assessed in 2014-15

This academic year, we continued a cycle of assessment that covers every learning outcome. A full description of the assessment plan is available in the corresponding document. The list of goals and outcomes assessed is presented below.

A graduate of the business program should be able to:

Goal 1. Communicate effectively

- Outcome 1.1. Students will read critically
- Outcome 1.2. Students will write effectively
- Outcome 1.3. Students will speak effectively

Outcome 1.4. Students will use technology appropriately to support communication

Goal 2. Use information and technology effectively

Outcome 2. 1. Students will determine the nature and extent of information needed

Outcome 2. 2. Students will evaluate information and its sources critically

Outcome 2. 3. Students will use spreadsheet software.

Outcome 2. 4. Students will use database management software.

Goal 3. Demonstrate quantitative skills.

Outcome 3.1. Students will translate a verbal problem into mathematical notation

Outcome 3.2. Students will solve the mathematical problem that models verbal problem

Outcome 3.3. Students will use the solution of the mathematical problem to draw valid conclusions about the verbal problem

Outcome 3.4. Students will use fundamental statistical information

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. Demonstrate knowledge and skills in the functional areas of business.

Outcome 5.1. Analyze and record accounting transactions.

Outcome 5.2. Identify, describe, and prepare each of the major financial statements.

Outcome 5.3. Explain how financial statements help decision makers.

Outcome 5.4. Apply cost behavior to solve business problems.

Outcome 5.5. Apply demand and supply analysis.

Outcome 5.6. Derive the different measures of costs, revenues, and profits.

Outcome 5.7. Explain the pricing implications of market structures.

Outcome 5.8. Define inflation, unemployment and GDP.

Outcome 5.9. Distinguish between fiscal and monetary policies, their goals, and their controlling authorities

Outcome 5.10. Utilize valuation models to estimate the price of financial assets.

Outcome 5.11. Apply capital budgeting theory, including the estimation of incremental after-tax cash flows and the use of the Net Present Value method.

Outcome 5.12. Describe the influence of national, international and intercultural factors on strategic choices, including on decisions to make direct foreign investments.

Outcome 5.13. Describe and apply the major theories that explain why trade and investment occur.

Outcome 5.14. Describe the concept of ethics and its impact on leadership, decision-making, and socially responsible strategies.

Outcome 5.15. Describe the impact of the legal and regulatory environment on business.

Outcome 5.16. Perform competitive analysis.

Outcome 5.17. Describe major theories of leadership and motivation.

Outcome 5.18. Describe ethical human resource management practices.

Outcome 5.19. Discuss the impact of IS on organization structure, business processes, and decision-making effectiveness.

Outcome 5.20. Segment product markets and select target markets.

- Outcome 5.21. Develop a marketing mix to appeal to target markets.
- Outcome 5.22. Describe the importance of quality and technology to gain competitive advantage.
- Outcome 5.23. Apply quantitative models and technology to support managerial decision making.

II. ASSESSMENT METHODS

Course-embedded Assessment

The School used a combination of course-embedded assessment tools and an external standardized ETS Major Field Test. For each outcome presented 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 discussion of the School's assessment methods is provided in the Assessment Plan document.

The School's Assessment Committee developed the assessment forms to evaluate the learning outcomes in each of the core curriculum courses. Please refer to Appendix B for sample forms used to assess the outcomes in 2013-14. 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 2015 (sample form attached in Appendix B) were based on a sample of 27 students enrolled in one section and 24 students enrolled in a second section. Multiple faculty members were involved in the collection and evaluation of assessment data. In fact, we are proud to have 100 percent involvement of resident faculty in assessment. The Assessment committee reviewed all assessment results in preparation of this report. The results were also discussed with all faculty in regular faculty meetings. The summary of assessment results for each of the outcomes is presented in Appendix B and is discussed in Section III of this report.

National Standardized Test

As an additional assessment instrument, all graduates in the 2014-15 academic year were required to take the standardized ETS Major Field Test in Business. This test focuses on the knowledge in the functional areas of Business and was a required part of the capstone course (BUS-J401). In Fall 2014, the Assessment Committee and the faculty teaching in the different areas worked to link the assessment indicators provided by the ETS to specific learning outcomes. A grid summary of these links is available in the Assessment Plan document. The Assessment Committee and the faculty 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.

III. DESCRIPTION OF ASSESSMENT RESULTS

The course-level assessment results for 2014-15 are presented in appendix B, while ETS test results are summarized in Appendix C.

Course-embedded Assessment

In the academic year 2014-15, the School assessed both general education skills as well as knowledge and skills in the areas of business. There were four program goals with fifteen learning outcomes among the general skills, as well as twenty-three learning outcomes in the areas of business.

In Fall 2014, the assessment results demonstrate that student performance on the general education learning outcomes was generally Excellent or Acceptable with five outcomes receiving Excellent rating and thirteen outcomes receiving Acceptable rating. Some of the outcomes were assessed in more than one course. Among the learning outcomes measuring knowledge and skills in the areas of business, one received an Excellent rating and twenty-two received Acceptable ratings.

In Spring 2015, among the general education learning outcomes, there were six Excellent ratings and thirteen Acceptable ratings. One outcome measured in two different course sections – outcome 4.2 “Assess the quality of supporting evidence” received an Acceptable rating in one section and a Needs Improvement rating on the other. The scores in the two sections were relatively close to the benchmark threshold at 67% and 70% in these two sections based on the assessment instruments. The scores on the same outcome in the Fall 2014 semester were higher at 80% and 82%. The faculty members will continue monitoring achievement of this learning outcome. A look at the areas of business demonstrates two learning outcomes with an Excellent rating and twenty-two with Acceptable ratings. One outcome measured in two different course sections – outcome 5.5 “Apply demand and supply analysis” received an Acceptable rating in one section and a Needs Improvement rating on the other. The scores in the two sections were relatively close to the benchmark threshold at 66% and 75% in these two sections based on the assessment instruments. The scores on the same outcome in the Fall 2014 semester were higher at 70% and 80%. The faculty members will continue monitoring achievement of this learning outcome.

Overall, the results demonstrate that student performance reaches the level of the faculty’s expectations.

National Standardized Test

The results of the standardized ETS Major Field Test taken by the graduates are presented in Appendix C. In particular, the 2014 cohort of graduates included 46 students taking the ETS test. The mean performance of this cohort was at the 80th percentile compared to all institutions participating in the ETS testing nationally. This sample includes 31,195 students at 489 institutions worldwide. This means that the overall mean score for School of Business graduates is in the top 20 percent worldwide. There was a large increase in the graduating class that more than doubled the number of students participating in the ETS testing, however the overall results remained very strong in 2014.

ETS test results are further linked to the learning outcomes assessed in the areas of business. For instance, in 2013 the ETS test assessment indicators in the areas of Finance, International Issues, and Information Systems were above the 80th percentile. The lowest scores this year were observed in Quantitative Analysis. Some of the declines in the area scores may be attributed to the large increase in the number of students in the testing cohort that resulted in a wider variation in the results.

IV. CONTINUOUS IMPROVEMENT AND ASSESSMENT

The School’s faculty and the Assessment Committee focus on the continuous improvement of the program and the assessment process itself. In 2012-13, a major revision of the assessment plan was

undertaken. All faculty members reviewed the program goals and learning outcomes in their areas, as well as the courses where the assessment data are collected. As the result, a new assessment plan was prepared with a more focused list of program goals and learning outcomes and a streamlined assessment curriculum map. Academic year 2014-15 completes a two-year cycle of data collection under this assessment plan.

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. In 2013-14, the Assessment Committee found two outcomes that demonstrate achievement levels close to the threshold of Needs Improvement. These outcomes were measured in two different course sections each in two semesters and out of the four measures taken for each of these outcomes one was below the threshold. These are outcome 4.2 "Assess the quality of supporting evidence" and outcome 5.5 "Apply demand and supply analysis". These are outcomes that require critical thinking and application of complex analysis. They were assessed at the sophomore level. The committee plans to assess them at higher level courses to make sure that graduates of the program demonstrate achievement consistent with faculty expectations.

The faculty members teaching the core Economics courses ECON-E201 and ECON-E202 where the assessment of these outcomes was done have made several changes to the curriculum aimed at improving achievement of these outcomes. A new textbook was selected and will be implemented in Spring 2016. As there is a growing number of students who take these courses in the online format, the faculty undertook a complete re-design of the online Economics courses aimed at enhancing critical thinking skills as well as Economics content knowledge including demand and supply. Faculty selected an adaptive learning platform that gives students numerous examples of problems and provides instant feedback. This platform called MyEconLab is now integrated into the online Economics courses. Faculty have also designed additional assignments aimed at building critical thinking skills in the online Economics courses. These changes are now also integrated into Economics courses developed for the entire Indiana University system as part of the IU Online initiative.

Both tenure-track faculty and lecturers use assessment data to guide their course development. Lecturer in Accounting Olga Korne made a number of changes in core accounting courses based on assessment data. Assessment of BUS-A201 and BUS-A202 identified that students had difficulty in applying accounting theory to solving problems. As a result, she switched from traditional lecture to the "flipped classroom" and experiential learning. She still offers mini lectures to clarify most challenging topics for the students but most of the classroom time the students have the opportunity to learn through action, learn by doing and experience. In the Spring 2015 semester, she introduced new homework assignments for students in BUS-A202 class that include LearnSmart Modules and short video lecture presentations in the Connect Plus online learning system. The students have to complete the assignments before the class and get credit for reading assigned topics in the ebook as well as for watching video presentations and doing the problems that are included into the presentations. Assessment data from Spring 2015 demonstrates some improvement in the comprehension and retention of the material as the students learn by doing the problems in the new flipped classroom format.

A number of changes have been undertaken in the Marketing courses. Curriculum analysis and internal assessment led to the development of the new course BUS-M455 Customer Relationship Management. Another example of a recent change to the curriculum that continued in 2014-15 is the effort to improve job placement skills of students. Recently, the School established mock

interviews and resume critique as part of the required BUS-M301 course at the junior level. A placement councilor works with students at this level in order to prepare them for the job market during their senior year. This project was continued in 2014-15 with the cooperation of Tracy Springer and the BUS-M301 instructor Dr. Rink. A survey of the BUS-M301 student taking part in this project was taken in Fall 2014. Survey results suggest that the integration of mock interviews and resume critique has a positive impact and that students realize the value in this process. In 2015, the faculty have established a task force to expand career development and job placement efforts to the sophomore level. Assessment data will be used to determine the impact of these new efforts in the future academic years.

A number of changes have also been done in the area of Operations management by Professor Meybodi. The coverage of material and course evaluation components have been redesigned to closely align with the assessment learning goals for each course. The tests for each course have also been redesigned to assess students' performance on the learning goals and outcomes. More emphasis was placed to improve students' performance on the learning goal(s) if the aggregate performance score for the goal(s) were close to lower limit of "Acceptable". Professor Meybodi did syllabus benchmarking and compared various aspects of his courses with comparable courses at other IU regional campuses. At the Decision Sciences Institute (DSI) international conference, he attended a number of teaching sessions related to operations management, management sciences, or statistics. The experience learned from colleagues at other institutions was incorporated into his courses. Specifically, to improve Business students' math background, the topic of "Basic Mathematical Relationships" has been added to the coverage of BUS-K302 class. Operations management, management science, and statistics courses require computer and information skills. A number of computer software such as POM/QM for Windows, Minitab, Lingo, MS Solver, and MS Office have been utilized in the ECON-E2070 and BUS-K302 courses. Computer skills have been assessed in these courses and are also major components of the assessment learning outcomes. Professor Meybodi also created group term projects or group case studies for his courses. These items provide students the opportunity to learn skills such as team work, Internet and library research, building mathematical models, computer work, and writing the final report. These skills are critical components of the learning outcomes for these courses as well as the Business program.

V. DISSEMINATION OF RESULTS

The School's assessment results are being disseminated in a variety of ways. The Assessment Committee collects and reviews all assessment results. The Chair of the Assessment Committee presents a summary of assessment activities to the School's faculty and staff at the regular School of Business meetings. In addition, a copy of this report is submitted to the IU Kokomo Office of Academic Affairs. These copies are publicly available to the stakeholders of the School, including web access through the university's web site.

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 ETS testing of graduates. The School was one of the first on campus to develop a complete web summary of assessment and continues to enhance the web availability of assessment documents. The current address of the School's assessment web page is:

<http://www.iuk.edu/business/resources/program-assessments.php>

Highlights of the assessment activities were also provided to the campus Center for Teaching, Learning, and Assessment (CTLA) for dissemination to stakeholders. This information is now available at the CTLA web site:

http://www.iuk.edu/ctla/assessment/results/bus_sum.php

APPENDIX A. LEARNING OUTCOMES CURRICULUM MAP

		A201	A202	E201	E202	E270	D301	F301	K201	L201	M301	P301	K302	S302	Z302	J401	J404
Goal 1.	Communicate effectively																
Outcome 1.1.	Read critically									Project							
Outcome 1.2.	Write effectively				Essay							Project					
Outcome 1.3.	Speak effectively																Presentation
Outcome 1.4.	Use technology to support communication								Project								
Goal 2.	Use information and technology effectively																
Outcome 2. 1.	Nature and extent of information needed														Project		
Outcome 2. 2.	Evaluate information and its sources critically														Project		
Outcome 2. 3.	Use spreadsheet software.					HW			Project			Project			Project		
Outcome 2. 4.	Use database management software.								Project						Project		
Goal 3.	Demonstrate quantitative skills.																
Outcome 3.1.	Translate a verbal problem into mathematical notation		Quiz, Exam										Exam				
Outcome 3.2.	Solve the mathematical problem that models verbal problem		Quiz, Exam										Exam				
Outcome 3.3.	Use the solution to draw valid conclusions		Quiz, Exam			HW, Test											
Outcome 3.4.	Use fundamental statistical information					HW, Test											
Goal 4.	Demonstrate effective critical thinking skills.																
Outcome 4. 1.	Recognize issues that have alternative interpretations			Exam, Forum	Essay												
Outcome 4. 2.	Assess the quality of supporting evidence			Exam, Forums													
Outcome 4. 3.	Assess the implications that result from proposed conclusions			Exam, Forums													
Goal 5.	Demonstrate knowledge in functional areas of business.																
5.1	Analyze and record accounting transactions.	Quiz, Exam															
5.2	Identify and prepare major financial statements.	Quiz, Exam															
5.3	Financial statements in decision making		Quiz, Exam														
5.4	Cost behavior		Quiz, Exam														
5.5	Supply and demand			Exam	Quiz, Exam												
5.6	Cost, revenue, and profit measures			Exam													
5.7	Pricing and market structures			Exam													
5.8	Measures of inflation, unemployment and GDP				Quiz, Exam												
5.9	Fiscal and monetary policies				Quiz, Exam												
5.10	Valuation models									Quiz, Exam							
5.11	Capital budgeting theory and its application									Quiz, Exam							
5.12	National, international and intercultural factors						Exam										
5.13	Theories of trade and investment						Exam										
5.14	Concept of ethics																Groupwork
5.15	Legal and regulatory environment									Exam							
5.16	Competitive analysis																Exam, Project
5.17	Theories of leadership and motivation													Exam			
5.18	Human resource management practices																Groupwork
5.19	Impact of IS on organization														Exam, Case		
5.20	Segment product markets										Exams, exercises						
5.21	Develop marketing mix										Exams, exercises						
5.22	Importance of quality and technology											Exam, Project					
5.23	Quantitative models to support decision-making																Exam, Project

APPENDIX B. COURSE-EMBEDDED ASSESSMENT RESULTS

IU Kokomo School of Business Assessment Results - Undergraduate Program - Fall 2014 Semester

		Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
Goal 1.	Communicate effectively						
Outcome 1.1.	Read critically	L201		X		88%	90% / 70%
Outcome 1.2.	Write effectively	E202 / P301	X	X		87%/73%	80% / 60%
Outcome 1.3.	Speak effectively	J404	X			89%	85% / 70%
Outcome 1.4.	Use technology to support communication	K201	X	X		95% / 82%	90% / 70%
Goal 2.	Use information and technology effectively						
Outcome 2. 1.	Nature and extent of information needed	S302		X		79%	85% / 70%
Outcome 2. 2.	Evaluate information and its sources critically	S302	X			93%	85% / 70%
Outcome 2. 3.	Use spreadsheet software.	P301 / E270	X	X		75% / 85%	80% / 60%
Outcome 2. 4.	Use database management software.	K201 / S302		X		80% / 85%	85% / 70%
Goal 3.	Demonstrate quantitative skills.						
Outcome 3.1.	Translate a verbal problem into mathematical notation	A202 / K302		X		73% / 72%	80% / 60%
Outcome 3.2.	Solve the mathematical problem that models verbal problem	A202 / K302		X		72% / 73%	80% / 60%
Outcome 3.3.	Use the solution to draw valid conclusions	A202 / E270		X		74% / 77%	80% / 60%
Outcome 3.4.	Use fundamental statistical information	E270		X		71% / 78%	80% / 60%
Goal 4.	Demonstrate effective critical thinking skills.						
Outcome 4. 1.	Recognize issues that have alternative interpretations	E201/E202		X	X	71% / 75%	85% / 70%
Outcome 4. 2.	Assess the quality of supporting evidence	E201/E202		X		80% / 82%	85% / 70%
Outcome 4. 3.	Assess the implications that result from proposed conclusions	E201/E202		X		75% / 80%	85% / 70%

IU Kokomo School of Business Assessment Results - Undergraduate Program - Fall 2014 Semester

		Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
Goal 5.	Demonstrate knowledge in functional areas of business.						
Outcome 5.1	Analyze and record accounting transactions.	A201		X		71% / 80%	80% / 60%
Outcome 5.2	Identify and prepare major financial statements.	A201		X		74% / 82%	80% / 60%
Outcome 5.3	Financial statements in decision making	A202		X		78%	80% / 60%
Outcome 5.4	Cost behavior	A202		X		74%	80% / 60%
Outcome 5.5	Supply and demand	E201		X		70% / 80%	85% / 70%
Outcome 5.6	Cost, revenue, and profit measures	E201		X		74% / 80%	85% / 70%
Outcome 5.7	Pricing and market structures	E201		X		71% / 78%	85% / 70%
Outcome 5.8	Measures of inflation, unemployment and GDP	E202		X		82%	85% / 70%
Outcome 5.9	Fiscal and monetary policies	E202		X		80%	85% / 70%
Outcome 5.10	Valuation models	F301		X		76%	90% / 70%
Outcome 5.11	Capital budgeting theory and its application	F301		X		78%	90% / 70%
Outcome 5.12	National, international and intercultural factors	D301		X		80%	90% / 70%
Outcome 5.13	Theories of trade and investment	D301		X		86%	80% / 60%
Outcome 5.14	Concept of ethics	J404	X			89%	85% / 70%
Outcome 5.15	Legal and regulatory environment	L201		X		75%	80% / 60%
Outcome 5.16	Competitive analysis	J401		X		83%	80% / 60%
Outcome 5.17	Theories of leadership and motivation	Z302 / J401		X		77%	80% / 60%
Outcome 5.18	Human resource management practices	J404		X		84%	85% / 70%
Outcome 5.19	Impact of IS on organization	S302		X		80%	85% / 70%
Outcome 5.20	Segment product markets	M301		X		81%	90% / 70%
Outcome 5.21	Develop marketing mix	M301		X		77%	90% / 70%
Outcome 5.22	Importance of quality and technology	P301		X		76%	80% / 60%
Outcome 5.23	Quantitative models to support decision-making	K302		X		73%	80% / 60%

IU Kokomo School of Business Assessment Results - Undergraduate Program - Spring 2015 Semester

		Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
Goal 1.	Communicate effectively						
Outcome 1.1.	Read critically	L201		X		80%/83%	90% / 70%
Outcome 1.2.	Write effectively	E202 / P301	X	X		90%/75%	80% / 60%
Outcome 1.3.	Speak effectively	J404	X			90%	85% / 70%
Outcome 1.4.	Use technology to support communication	K201	X			95%	90% / 70%
Goal 2.	Use information and technology effectively						
Outcome 2. 1.	Nature and extent of information needed	S302		X		80%	85% / 70%
Outcome 2. 2.	Evaluate information and its sources critically	S302		X		80%	85% / 70%
Outcome 2. 3.	Use spreadsheet software.	S302 / E270	X	X		87%/81%	80% / 60%
Outcome 2. 4.	Use database management software.	K201 / S302		X		80%/83%	85% / 70%
Goal 3.	Demonstrate quantitative skills.						
Outcome 3.1.	Translate a verbal problem into mathematical notation	A202 / K302		X		73%/74%	80% / 60%
Outcome 3.2.	Solve the mathematical problem that models verbal problem	A202 / K302		X		73%/72%	80% / 60%
Outcome 3.3.	Use the solution to draw valid conclusions	A202 / E270		X		75%/77%	80% / 60%
Outcome 3.4.	Use fundamental statistical information	E270		X		77%/78%	80% / 60%
Goal 4.	Demonstrate effective critical thinking skills.						
Outcome 4. 1.	Recognize issues that have alternative interpretations	E201/E202	X	X		83%/91%	85% / 70%
Outcome 4. 2.	Assess the quality of supporting evidence	E201		X	X	67%/70%	85% / 70%
Outcome 4. 3.	Assess the implications that result from proposed conclusions	E201	X	X		70%/100%	85% / 70%

IU Kokomo School of Business Assessment Results - Undergraduate Program - Spring 2015 Semester

		Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
Goal 5.	Demonstrate knowledge in functional areas of business.						
Outcome 5.1	Analyze and record accounting transactions.	A201		X		75% / 80%	85% / 70%
Outcome 5.2	Identify and prepare major financial statements.	A201	X	X		78% / 86%	85% / 70%
Outcome 5.3	Financial statements in decision making	A202	X			86%	85% / 70%
Outcome 5.4	Cost behavior	A202		X		82%	85% / 70%
Outcome 5.5	Supply and demand	E201		X	X	66%/75%	85% / 70%
Outcome 5.6	Cost, revenue, and profit measures	E201		X		75%/76%	85% / 70%
Outcome 5.7	Pricing and market structures	E201		X		71%/84%	85% / 70%
Outcome 5.8	Measures of inflation, unemployment and GDP	E202		X		77%/79%	85% / 70%
Outcome 5.9	Fiscal and monetary policies	E202		X		76%/80%	85% / 70%
Outcome 5.10	Valuation models	F301		X		81%	90% / 70%
Outcome 5.11	Capital budgeting theory and its application	F301		X		79%	90% / 70%
Outcome 5.12	National, international and intercultural factors	D301		X		80%	90% / 70%
Outcome 5.13	Theories of trade and investment	D301		X		86%	80% / 60%
Outcome 5.14	Concept of ethics	J404		X		89%	85% / 70%
Outcome 5.15	Legal and regulatory environment	L201		X		80%/80%	80% / 60%
Outcome 5.16	Competitive analysis	J401		X		86%	90% / 70%
Outcome 5.17	Theories of leadership and motivation	Z302 / J401		X		85%/80%	90% / 70%
Outcome 5.18	Human resource management practices	J404		X		87%	90% / 70%
Outcome 5.19	Impact of IS on organization	S302		X		81%	90% / 70%
Outcome 5.20	Segment product markets	M301		X		80%	90% / 70%
Outcome 5.21	Develop marketing mix	M301		X		80%	90% / 70%
Outcome 5.22	Importance of quality and technology	P301		X		74%	80% / 60%
Outcome 5.23	Quantitative models to support decision-making	K302		X		75%	80% / 60%

IU Kokomo School of Business Assessment Data Form

Course: K201

Semester: Fall 2014

Faculty: Josephine Dibie

Please return this form to 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	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Students will use technology appropriately to support communication	95%	*		
Students will use spreadsheet software	85%	*		
Students will use database management software	80%		*	
Instruments used to collect data (exam, quiz, etc.): Quiz, exam, practical computer assignments.				

Comments: (attach additional material if necessary)

IU Kokomo School of Business Assessment Data Form

Course: E202

Semester: Spring 2015

Faculty: Chulkov

Please return this form to 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	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Students will write effectively	90%/91%	X		
Students will recognize issues that have alternative interpretations	90%/91%	X		
Define inflation, unemployment and GDP.	77%/79%		X	
Distinguish between fiscal and monetary policies, their goals, and their controlling authorities.	76%/80%		X	
Instruments used to collect data (exam, quiz, etc.): Writing Assignments, two exams				

Comments: (what methods were used in evaluation, attach additional material if necessary)

Two course sections used in assessment, the percentage scores are reported for each section.

Number of students in the assessment sample for these course sections was 27 and 24 students, respectively.

Results were consistent and showed a mix of acceptable and excellent scores.

APPENDIX C. ETS MAJOR FIELD TEST RESULTS

**INDIANA UNIVERSITY KOKOMO
SCHOOL OF BUSINESS**

Assessment of Student Learning with ETS Major Field Test

This table shows results of IU Kokomo Business students in Educational Testing Service's standardized major field test. The numbers are percentile rank scores for all categories and for each category separately for a given semester.

These percentile ranks for the IU Kokomo mean student score show how many of the ETS test takers nationally have scores below the IU Kokomo score. The 2014 comparative benchmarks from ETS are based on the sample of 31,195 students at 489 institutions worldwide. The ETS test form changes periodically making the comparison across time susceptible to this structural change. The most recent test form changes occurred in 2013.

	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Spring 2011	Spring 2012	Spring and Fall 2013	Spring and Fall 2014
Percentile scores											
Number of students tested	21	8	16	9	32	24	20	16	21	22	46
Overall IU Kokomo Percentile	90	95	95	40	80	75	75	85	65	82	80
Accounting	90	90	95	45	65	55	90	75	45	67	78
Economics	85	95	95	65	85	80	95	80	50	93	72
Management	90	95	70	30	90	95	85	85	78	72	69
Quantitative Analysis	95	85	95	15	55	70	95	30	90	83	47
Finance	95	95	90	30	80	75	95	45	78	79	84
Marketing	80	95	95	20	80	80	85	95	48	59	65
Legal and Social Environment	85	95	95	50	85	50	95	95	66	97	76
Information Systems	85	85	95	40	90	65	60	55	93	94	93
International Issues	85	95	95	75	75	90	95	85	70	94	82