

**Indiana University Kokomo
School of Business
Undergraduate Program
Assessment Report
Academic Year 2016-17**

I. BRIEF SUMMARY OF ASSESSMENT PLAN

Highlights of the Assessment Plan and Results

The School of Business considers assurance of student learning a top priority. Recently, the School created a new Curriculum Management and Assurance of Learning Committee that ensures more formal integration between assessment and curriculum decisions. In 2015-16, the Curriculum Management and Assurance of Learning Committee organized a review of the undergraduate assessment plan, reducing the number of learning outcomes from the previous 38 outcomes to 17 outcomes and making the plan more manageable. The assessment mapping and schedule of activities were also modified. In 2016-17, the School formed a taskforce and conducted a formal curriculum review using assessment data as well as surveys of its stakeholders. A number of curriculum changes were made as the result.

Furthermore, in 2016-17 the School continued to use course-embedded assessment techniques to gather data on the achievement of several 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 continued to use the ETS Major Field Test in Business to measure the knowledge and skills of its graduates. This is an international standardized test. The 2016 comparative benchmarks from ETS are based on the sample of 108,995 students at 602 institutions worldwide. We expect our students to be better than the national averages. Overall, the School's graduates performed strongly on this national test. The mean performance for the 2016 cohort stayed at the 59th percentile compared to the sample of all institutions participating in the ETS Major Field Test. This was the same level of performance as in the previous academic year.

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

- Mission, Program Goals and Learning Outcomes were reviewed and updated in 2015
- Curriculum review was conducted in 2016-17
- Curriculum Management and Assurance of Learning Committee oversees all assessment activities
- 100 percent of the School's faculty participate in assessment of student learning over the assessment cycle
- External testing is performed with the standardized ETS Major Field Test for Business
- Assessment results were reviewed by all faculty in regular faculty meetings

Goals and Outcomes Assessed in 2016-17

This academic year, we continued a cycle of assessment that will eventually cover every learning outcome. As the school performed its curriculum review with a specially formed taskforce,

assessment data was collected for a limited selection of learning outcomes, including outcomes 1.2, 2.1-2.4, 4.1-4.3, and components of outcomes 5.1-5.2.

A full description of the assessment plan is available in the assessment plan document of the School. The full list of program goals and learning outcomes is presented below.

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. Students will understand concepts in the functional areas of business including Accounting, Business law, Economics, Finance, Management, Marketing and Operations

Outcome 5. 2. Students will apply concepts in the functional areas of business including Accounting, Business law, Economics, Finance, Management, Marketing and Operations

II. ASSESSMENT METHODS

Course-embedded Assessment

The School used a combination of course-embedded assessment tools and an external standardized test – 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 Curriculum Management and Assurance of Learning Committee developed the assessment forms to evaluate the learning outcomes in each of the core curriculum courses. Please refer to Appendix B for a sample form used to assess the outcomes in 2016-17. 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 BUS-S302 course in Spring 2017 (sample form attached in Appendix B) were based on a sample of 28 students. 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 over our assessment cycle. The Curriculum Management and Assurance of Learning committee reviewed the 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, undergraduate program graduates in the 2016-17 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.

The Curriculum Management and Assurance of Learning 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 Appendix C. The Curriculum Management and Assurance of Learning 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 some external validation to the course-embedded assessment data.

Internship Assessment

In 2016-17, the School started a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness.

III. DESCRIPTION OF ASSESSMENT RESULTS

The course-level assessment results for 2016-17 are presented in appendix B, while the results of the ETS standardized test are summarized in Appendix C.

Course-embedded Assessment

In the academic year 2016-17, the School conducted a curriculum review as discussed in the following section of this report. As that was a focus of attention, the assessment data collection was limited to a selection of general education skills (eight learning outcomes) as well as knowledge and skills in the areas of business (two learning outcomes and four components). The assessment results demonstrate that student performance on the general education learning outcomes was generally Excellent or Acceptable with two outcomes receiving Excellent rating and six outcomes receiving

Acceptable rating. Among the components of the two learning outcomes measuring knowledge and skills in the areas of business, two components received an Excellent rating and two components received Acceptable ratings.

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 academic year 2016-17.

National Standardized Test

The results of the standardized ETS Major Field Test taken by the graduates are presented in Appendix C. In particular, the Fall 2016 cohort of test takers included 30 students, making it larger than in the previous years. The mean performance of this cohort was at the 59th percentile compared to all institutions participating in the ETS testing nationally and internationally. This sample includes 108,995 students at 602 institutions worldwide. The School's faculty expects our students to be better than the average business graduate internationally. This means that the benchmark overall mean score for School of Business graduates is to exceed the 50th percentile. In academic year 2016-17, the school's graduates met this expectation.

ETS test results are further linked to the learning outcomes assessed in the areas of business. For instance, in Fall 2016 the ETS test assessment indicators in the areas of Accounting, Quantitative Analysis, and Finance were above the 75th percentile. Quantitative Analysis was an area of concern in the previous year, and this indicator demonstrated excellent improvement and is in fact the highest rated area on the test in Fall 2016. The lowest scores this year were observed in the area of Legal and Social Environment. The Curriculum Management and Assurance of Learning Committee will continue to monitor this area with course-embedded assessment data to ensure student learning reaches the expectations of the faculty.

Internship Assessment

In 2016-17, the School started a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course.

The results of the internship survey of employers indicate that the employers have a positive view of the students' general education and business-specific skills, as well as their career readiness. The average score on the survey evaluation questions is higher than 6 out of 7 points on the 7-point scale. In the view of the faculty, these results meet expectations. A summary of the results appears in Appendix D.

IV. CONTINUOUS IMPROVEMENT AND ASSESSMENT

The School's faculty and the Curriculum Management and Assurance of Learning Committee focus on the continuous improvement of the program and the assessment process itself. 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 2016-17, the Curriculum Management and Assurance of Learning (CMAL) Committee did not find any learning outcomes that needed improvements, however we are prepared to address such an eventuality.

The School's faculty also work to improve the assessment data collection. In 2016-17, the School started a formal process of assessing its internship program with surveys in the BUS-W480

Management Internship course. Faculty supervising the internships developed a survey linked to the program learning outcomes. Each internship supervisor is asked to complete a feedback survey near the end of the semester – generally after the student has completed 80% or more of their required internship hours. The instructor overseeing the internship has a face-to-face meeting and discussion about student performance with the supervisor at their site. Occasionally, the supervisor follows up via email with performance feedback. The goal of the survey is to assess job skills and career readiness. Results of internship assessment are presented in Appendix D.

Faculty use assessment results to inform their curricular design efforts. One such example was the new requirement that all undergraduate students take Business and Society (J404), which emphasizes corporate social responsibility and business ethics. Previously, only students in the management concentration were required to take this course. Students in other concentrations could take the course as an elective. This curriculum change involved the utilization of both our formal and informal assessment and reporting processes and began with a review of our Mission. Our Mission clearly states that graduates should “excel and function responsibly in a diverse global environment” and this objective can be found in our Strategic Plan under Goal 2 “Enhance Student Learning” and Strategy B “Increase Integration in the Program”. In the past, ethics were discussed in an integrated approach in a number of separate courses, but the ethics-related outcome was assessed only in the law course (L201) as well as using ETS test scores. Through conversations regarding how ethics is integrated across each of the functional areas, the Curriculum Management and Assurance of Learning Committee initiated a change to the undergraduate program to require Business and Society (J404) for all students, effectively adding a stand-alone ethics requirement. Our formal and informal assessment activities led to the determination that the integrated approach to ethics was not enough to ensure students were graduating consistent with our Mission and Strategic Plan of being ethically responsible citizens. We continue to integrate ethics in the program as all professors teach the ethical implications found in their functional areas. The Curriculum Management and Assurance of Learning Committee works to add an ethics and social responsibility learning outcome to the assessment plan and start collecting data on this outcome in the near future.

In 2016-17, the School conducted a formal curriculum review. A taskforce was formed and reviewed assurance of learning results, as well as surveys of students, alumni, and other stakeholders. Benchmarking against similar programs was also performed. The taskforce recommendations were put to the Curriculum Management and Assurance of Learning Committee that plans to move with several changes to the program. A full review of this process and recommendations appears in Appendix E.

V. DISSEMINATION OF RESULTS

The School’s assessment results are being disseminated in a variety of 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 summaries of the assessment report are provided to the IU Kokomo Faculty Senate Assessment Committee.

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, HW	Quiz, Exam, HW						Quiz						Exam		
Outcome 3.2.	Solve the mathematical problem that models verbal prob	Quiz, Exam, HW	Quiz, Exam, HW						Quiz						Exam		
Outcome 3.3.	Use the solution to draw valid conclusions	Quiz, Exam, HW	Quiz, Exam, HW						HW, Test	Quiz							
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/Forum												
Outcome 4. 3.	Assess the implications that result from proposed conclusions				Exam/Forum	Essay											
Goal 5.	Demonstrate knowledge in functional areas of business.																
Outcome 5.1	Understand concepts in functional areas of business																
Outcome 5.1.1	Accounting	Quiz, Exam, HW	Quiz, Exam, HW							HW, Exam							
Outcome 5.1.2	Business Law										Exam						Exam
Outcome 5.1.3	Economics			Quiz, Exam	Quiz							Exam, Exercises					
Outcome 5.1.4	Finance									HW, Exam							Exam, Project
Outcome 5.1.5	International Business						Exam										
Outcome 5.1.6	Management													Exam			Exam, Project
Outcome 5.1.7	Marketing											Exam, Exercises					Exam, Project
Outcome 5.1.8	Operations and MIS											Exam			Project		
Outcome 5.2	Apply concepts in functional areas of business																
Outcome 5.2.1	Accounting	HW, Project	Exam, HW, Project														
Outcome 5.2.2	Business Law										Exam						Exam
Outcome 5.2.3	Economics			Quiz, Exam	Quiz, Essay							Exam, Exercises					
Outcome 5.2.4	Finance									HW, Exam							Exam, Project
Outcome 5.2.5	International Business						Exam										
Outcome 5.2.6	Management														Exam		Exam, Project
Outcome 5.2.7	Marketing											Exam, Exercises					
Outcome 5.2.8	Operations and MIS											Project			Project		

APPENDIX B. COURSE-EMBEDDED ASSESSMENT RESULTS

IU Kokomo School of Business Assessment Results - Undergraduate Program AY 2016/17							
		Course	Excellent	Acceptable	Needs Improve ment	Score	Benchmark (Excellent / Acceptable)
Goal 1.	Communicate effectively						
Outcome 1.1.	Read critically	L201				Not Assessed in AY	90% / 70%
Outcome 1.2.	Write effectively	E202 / P301	X			89%	80% / 60%
Outcome 1.3.	Speak effectively	J404				Not Assessed in AY	85% / 70%
Outcome 1.4.	Use technology to support communication	K201				Not Assessed in AY	90% / 70%
Goal 2.	Use information and technology effectively						
Outcome 2. 1.	Nature and extent of information needed	S302		X		85%	85% / 70%
Outcome 2. 2.	Evaluate information and its sources critically	S302		X		84%	85% / 70%
Outcome 2. 3.	Use spreadsheet software.	S302 / E270	X			90%	80% / 60%
Outcome 2. 4.	Use database management software.	K201 / S302		X		82%	85% / 70%
Goal 3.	Demonstrate quantitative skills.						
Outcome 3.1.	Translate a verbal problem into mathematical notation	A202 / K302				Not Assessed in AY	80% / 60%
Outcome 3.2.	Solve the mathematical problem that models verbal problem	A202 / K302				Not Assessed in AY	80% / 60%
Outcome 3.3.	Use the solution to draw valid conclusions	A202 / E270				Not Assessed in AY	80% / 60%
Outcome 3.4.	Use fundamental statistical information	E270				Not Assessed in AY	80% / 60%
Goal 4.	Demonstrate effective critical thinking skills.						
Outcome 4. 1.	Recognize issues that have alternative interpretations	E201/E202		X		84%	85% / 70%
Outcome 4. 2.	Assess the quality of supporting evidence	E201/E202		X		80%	85% / 70%
Outcome 4. 3.	Assess the implications that result from proposed conclusions	E201/E202		X		82%	85% / 70%
Goal 5.	Demonstrate knowledge in functional areas of business.						
Outcome 5.1	Understand concepts in functional areas of business						
Outcome 5.1.1	Accounting	A201				Not Assessed in AY	85% / 70%
Outcome 5.1.2	Business Law	L201				Not Assessed in AY	85% / 70%
Outcome 5.1.3	Economics	E201/E202		X		77%	85% / 70%
Outcome 5.1.4	Finance	F301				Not Assessed in AY	85% / 70%
Outcome 5.1.5	International Business	D301				Not Assessed in AY	85% / 70%
Outcome 5.1.6	Management	Z302				Not Assessed in AY	85% / 70%
Outcome 5.1.7	Marketing	M301				Not Assessed in AY	85% / 70%
Outcome 5.1.8	Operations and MIS	P301/S302	X			90%	85% / 70%
Outcome 5.2	Apply concepts in functional areas of business						
Outcome 5.2.1	Accounting	A202				Not Assessed in AY	85% / 70%
Outcome 5.2.2	Business Law	L201				Not Assessed in AY	85% / 70%
Outcome 5.2.3	Economics	E201/E202		X		85%	85% / 70%
Outcome 5.2.4	Finance	F301				Not Assessed in AY	85% / 70%
Outcome 5.2.5	International Business	D301				Not Assessed in AY	85% / 70%
Outcome 5.2.6	Management	Z302				Not Assessed in AY	85% / 70%
Outcome 5.2.7	Marketing	M301				Not Assessed in AY	85% / 70%
Outcome 5.2.8	Operations and MIS	P301/S302	X			86%	85% / 70%

IU Kokomo School of Business Assessment Data Form

Course: S302

Semester: Spring 2017

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 determine the nature and extent of information needed	85%		X	
Students will evaluate information and its sources critically	84%		X	
Students will use spreadsheet software	90%	X		
Students will use database management software	82%		X	
Students will understand concepts in the functional area of MIS	90%	X		
Students will apply concepts in the functional area of MIS	86%		X	
Instruments used to collect data (exam, quiz, etc.): Quizzes, Case studies, Online discussion forums, Computer projects				

Comments: (attach additional material if necessary)

The data were collected in the S302 online course, there were 28 students in this course section and all students were included in assessment data collection.

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 2016 comparative benchmarks from ETS are based on the sample of 108,995 students at 602 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 2009	Fall 2009	Spring 2010	Spring 2011	Spring 2012	Spring and Fall 2013	Spring and Fall 2014	Spring 2015	Spring 2016	Fall 2016
Percentile scores										
Number of students tested	32	24	20	16	21	22	46	26	23	30
Overall IU Kokomo Percentile	80	75	75	85	65	82	80	31	59	59
Accounting	65	55	90	75	45	67	78	10	70	75
Economics	85	80	95	80	50	93	72	46	59	59
Management	90	95	85	85	78	72	69	35	51	65
Quantitative Analysis	55	70	95	30	90	83	47	28	22	93
Finance	80	75	95	45	78	79	84	79	82	82
Marketing	80	80	85	95	48	59	65	20	53	36
Legal and Social Environment	85	50	95	95	66	97	76	52	43	1
Information Systems	90	65	60	55	93	94	93	40	45	56
International Issues	75	90	95	85	70	94	82	41	76	49

	Outcome	Accounting	Economics	Management	Quantitative	Finance	Marketing	Legal / Social	Information Systems	International
Goal 1.	Communicate effectively									
Outcome 1.1.	Read critically									
Outcome 1.2.	Write effectively									
Outcome 1.3.	Speak effectively									
Outcome 1.4.	Use technology to support communication									
Goal 2.	Use information and technology effectively									
Outcome 2. 1.	Nature and extent of information needed								X	
Outcome 2. 2.	Evaluate information and its sources critically									
Outcome 2. 3.	Use spreadsheet software.									
Outcome 2. 4.	Use database management software.								X	
Goal 3.	Demonstrate quantitative skills.									
Outcome 3.1.	Translate a verbal problem into mathematical notation				X					
Outcome 3.2.	Solve the mathematical problem that models verbal problem				X					
Outcome 3.3.	Use the solution to draw valid conclusions				X					
Outcome 3.4.	Use fundamental statistical information									
Goal 4.	Demonstrate effective critical thinking skills.									
Outcome 4. 1.	Recognize issues that have alternative interpretations									
Outcome 4. 2.	Assess the quality of supporting evidence									
Outcome 4. 3.	Assess the implications that result from proposed conclusions									
Goal 5.	Demonstrate knowledge in functional areas of business.									
Outcome 5.1	Understand concepts in functional areas of business									
Outcome 5.1.1	Accounting	X								
Outcome 5.1.2	Business Law							X		
Outcome 5.1.3	Economics		X							
Outcome 5.1.4	Finance					X				
Outcome 5.1.5	International Business									X
Outcome 5.1.6	Management			X						
Outcome 5.1.7	Marketing						X			
Outcome 5.1.8	Operations and MIS								X	
Outcome 5.2	Apply concepts in functional areas of business									
Outcome 5.2.1	Accounting	X								
Outcome 5.2.2	Business Law							X		
Outcome 5.2.3	Economics		X							
Outcome 5.2.4	Finance					X				
Outcome 5.2.5	International Business									X
Outcome 5.2.6	Management			X						
Outcome 5.2.7	Marketing						X			
Outcome 5.2.8	Operations and MIS								X	

APPENDIX D. INTERNSHIP ASSESSMENT SUMMARY

APPENDIX E. CURRICULUM REVIEW REPORT

Indiana University Kokomo School of Business
Undergraduate Curriculum Review 2016-2017
Report and Recommendations of the Curriculum Review Taskforce

Introduction and Background

Although many adjustments have been made to the undergraduate curriculum for the Bachelor of Science in Business degree offered at Indiana University Kokomo, it has been a long time since a complete curriculum review has been conducted that engaged multiple stakeholders. Although we received very positive feedback from the peer review team at the most recent AACSB visit, one of their recommended areas for improvement was to be more systematic in our reporting. In the spirit of being more systematic and of continuous quality improvement, the School of Business Curriculum Management and Assurance of Learning Committee (hereafter CMAL) proposed to form a Task Force to review the undergraduate curriculum in the Spring of 2016. The School of Business subsequently approved and the Task Force was formed.

Specific Goals of the Review

This group was tasked with engaging stakeholders and evaluating current trends in business to evaluate the curriculum for the Bachelor of Science in Business degree, including our four current concentration areas and any additional concentration areas that should be considered. We examined the overall quality and content of the business undergraduate program to ensure that we are providing our students with the best possible preparation for their professional careers. We chose to focus our attention on the skills and competencies that will be in demand when our graduates enter the workforce. One recent study indicated that 93% of surveyed employers believed that skills, such as communication, critical thinking, and problem-solving, were more important than a potential hire's undergraduate concentration. Our students are receiving a strong education regarding business knowledge and concepts and we believe our biggest opportunity is to expand or strengthen the capabilities that our students develop. We worked to identify specific capabilities, such as study skills, professional development, and effective use of technology that could be incorporated into our program. We also explored concrete steps that could be taken to make these capabilities more central to our undergraduate curriculum. This focus will have the most impact if training and application of these skills is vertically integrated across different grade levels and horizontally integrated across different courses.

Resources

The committee used a variety of resources in the review process including views from multiple IU Kokomo School of Business stakeholders:

- Alumni, Business Advisory Board members, and Internship supervisors were surveyed. In some cases with the Advisory Board, the feedback regarding perceived workplace weaknesses of recent college graduates was based on general impressions of new employees, not necessarily our graduating students.
- Current students participated in focus groups in numerous courses across concentrations and three semesters. The newly formed Student Advisory Council was also consulted.
- Benchmarking information was gathered and reviewed from 17 other programs including our regional competitors, peer schools, and aspirant schools.

- Additionally, the Strategic Plan and Mission for the School of Business was consulted and campus initiatives such as the Kokomo Experience and Freshmen Learning Communities were considered.
- Finally, in 2016 Dr. VanAlstine attended three AACSB conferences that offered guidance in curriculum development.

Appendix to this report summarizes the key findings.

Recommendations

I. Changes in the freshman and sophomore years

Multiple stakeholders identified K201 as a problem course. Students are coming with much more training in technology and a course with a significant amount of time spent on training in basic areas does not advance their existing skills. Another issue that faculty members in the School of Business mentioned was that they did not feel the average sophomore was ready (especially regarding study skills and math aptitude) for the difficult courses that lay ahead.

To address these issues we recommend the following:

1. Eliminate K201
2. Create BUS-X 103, which will be a dedicated freshmen seminar course that will address study skills, introduction to accounting, basic applied business math skills, personal finance, and some applied Microsoft Excel exercises.
3. Require W100 for all students (it is currently not required for the Accounting concentration). Some applied Microsoft Word assignments and PowerPoint presentations can be utilized to ensure students have adequate skills with this software.
4. Students currently suffer from “sophomore shock”, when they are confronted with A201, A202, E201, E202, L201, and E270 (courses that require more studying than most general education freshman-level courses). We propose moving E201 and E202 from the sophomore year to the freshman year. This will require a change to prerequisites or new course numbers. This move will allow the School to pair these courses with the Freshman Learning Community (see the next bullet point) to promote understanding of the study skills necessary to thrive in our business courses.
5. Finally, require the freshman learning community for all students coming directly from high school. The sequence could be X103 and E201 for the first semester and W100 and E202 for the second semester. We would likely have at least two cohorts following this pattern. This four - course combination will be a much more robust FLC program that should prepare our students for their sophomore year.

II. Address skills/capabilities

Information from students, alumni and the business community regularly pointed to skill development as an area that we can improve. This aligns with recent reports from the business community at the national level that what graduating students can do is just as important as (or more important than) what they know. The key skills that were identified, along with our recommendations are listed below:

1. Professional skill development such as interviewing skills, workplace etiquette, networking, etc. were identified as a key area in which students are underprepared as they approach graduation. The committee recommends an introduction to these concepts in X103 including a personal skills inventory, the continued requirement of the experiential learning component, and the addition of a 2-credit hour sophomore level and a one-credit hour senior-level career skills course. This 3-credit hour combination might be taught by a non-full-time faculty member to facilitate scheduling and to utilize a business professional with current job market skills.
2. Technology skills were also identified as these skills are required to aid decision makers to process the enormous amount of data that is being collected and made available due to advances in computing. To address this we recommend that technology is emphasized at each level of our program:
 - Freshman: Use of Excel in X103 to support decision making will be emphasized
 - Sophomore: A larger emphasis on the use of Excel to solve statistical problems in E270. It may even be a good idea to meet once per week or once every four meetings in a computer lab.
 - Junior: Database management becomes the primary focus in S302.
 - Senior: A data analytics or business intelligence course is created. And required of all business students.
3. The task force feels that all of our business students should have some minimal level of employment law training to help inform business decisions. Employment Law as a course is currently only required for students seeking a management concentration. Consultation with professors that typically teach L201 and J404 is recommended to see if adequate employment law content is addressed in these courses and if some can be added if it is not.

III. Streamline

The course additions discussed above will ultimately require 12 more credit hours for the accounting concentration (W100, X103, the career skills courses, the data analytics/business intelligence course) and the other concentrations will require nine more credit hours (X103, the career skills courses, the data analytics/business intelligence course). Decreasing the general education that business requires was also common feedback that we received from students. We recommend the following courses be removed as requirements for our business students.

- Remove BUS-K 201 - students will receive some basic training in Microsoft Office through applied assignments in the freshmen learning community. The skills they obtain in using technology to manage data for decision making will be addressed in E270, S302 and the new data analytics course.
- Remove SPCH-S 223 (Business Communications) – Many of the learning outcomes currently addressed in this course will be addressed in the sophomore professional development course.
- Remove SOC-S100 as a requirement. This will also require its removal as a prerequisite for BUS-Z 302 – Our students meet the Social Science general education requirement through PSY-P 103 and our economics sequence.
- Remove BUS-K 302 as a requirement in the business core – In our benchmarking it was discovered that only 2 of the 17 programs reviewed required management science for all undergraduate business students. BUS-K 302 is required for Phase I of the MBA program, so this requirement should be considered when the MBA program review is conducted. One possible solution could be to include K302 in the management concentration (see Section IV).

- Remove the math option M133/M134 – The students can still choose between finite math (M118) or calculus (M119 or M215). M133 is a statistics course that has some overlap with E270. M134 is a topics course that varies from instructor to instructor, which therefore delivers a different type of preparation for each student depending on the instructor. While this is a reversal of a change made some years ago, the changing nature of M133 and M134 drives the need for the change. Due to the quantitative nature of our business core beginning in the sophomore year, we believe that finite math or calculus will provide better preparation for our students. This also matches the benchmarking data that was reviewed.

In each case above when a non-School of Business course is involved, it will be essential to notify the other academic areas so they can make appropriate scheduling and staffing adjustments.

IV. Concentrations

Discussions were held among faculty in each concentration to consider any changes to the curriculum within the concentration requirements. These discussions along with feedback collected from our stakeholders leads us to the following recommendations:

Accounting

- Replace L303 (Commercial Law II) with A337 (Accounting Information Systems) – The accounting faculty believe L303 is no longer as relevant for accounting students based on current requirements for a CPA. The inclusion of A337 aligns with an increased focus on the application of technology for business problems and satisfies feedback received from accounting students requesting more training in using accounting software.
- The accounting faculty plans to continue the trend toward offering undergraduate accounting classes during the day. If we continue to cater to a few working adults who need night classes, we will continue to drive away double-digit traditional age students.

Finance/Economics

- The biggest recommended change is that the concentration will be changed from Finance & Economics to just Finance. Student feedback in the Finance area was to have both Finance and Economics concentrations, but based on current staffing and perceived demand a Finance concentration is more realistic at this point. An economics concentration could be considered in the future.
- The new Finance Concentration will consist of 18 credit hours, plus the Experiential Learning Component. These 18 credit hours will be selected from

3 required courses:

1. F302 (required)
2. F420 (required)
3. A325 (required)

Choose 3 of the following 4:

1. F494
2. A311

3. New Financial Planning course
4. Any 300/400 BUS or ECON course

Management

- The management concentration is our most populated concentration. Many of the required management courses have reached capacity and since they are only offered once per year class caps have been raised or independent study courses have been offered. Based on feedback from students, faculty, and other stakeholders, the plan to alleviate the crowding while updating the curriculum is presented below. BUS-D302 was removed as an option from the current management concentration in this recommendation.

Choose 4 of the following 6 courses:

1. L406
2. W430
3. Z440
4. New entrepreneurship class
5. New human resources class
6. Advanced operations or management science course. Supply Chain Management and Logistics were common requests from stakeholders. Dr. Meybodi will be consulted to determine how best to proceed. As mentioned in Section III, K302 could be selected to hold this spot

Students will also need to complete the experiential learning component and choose two 300/400 BUS or ECON courses.

Marketing

- Stakeholders identified the need for improved sales skills. Based on this feedback, it is recommended that a sales course is added as an option for our students. Students would be required to complete the experiential learning component, choose two 300/400 BUS or ECON courses and:

Choose 4 of the following 5 courses:

1. M405
2. M450
3. M415
4. M455
5. New Sales course

Other Information

Some additional common themes or suggestions arose in the review that were not addressed in our recommendations.

- New concentrations: An economics concentration was mentioned above. An upper level required Finance/Economics course mentioned that most students in the concentration actually wanted a Finance concentration or an Economics concentration and therefore had to take classes outside the area that they were actually interested in. The Finance concentration is addressed in our recommendations, but the economics concentration may be revisited in the future.

- New concentrations: The most common requested new concentration was human resources. Although our recommendations do not directly address this, by adding a new HR course as an option in the Management concentration we will be positioned to offer a four course human resource concentration in the near future if it is the desire of the faculty. It is our opinion that if this concentration is added in the future then students should not be allowed to choose a double concentration in human resources and management due to a large amount of overlap.
- Times, formats, and professors for existing course offerings: Students commonly pointed to very limited options for our courses. Times that courses were offered, more online course offerings, and lack of choices for professors teaching specific courses were specifically mentioned. Some of these issues are a symptom of being a small school with a relatively small number of faculty members.
- The Strategic Planning Committee has requested that undergraduate research be added as an option for the Experiential Learning requirement. This will be addressed as a separate proposal to the Curriculum Management and Assurance of Learning Committee at the first meeting of 2017.

Appendix

Most common themes

- Change technology classes
 - K201 is redundant with HS classes – remove
 - Change S302 topics
- Add HR courses and concentration
- Add a Logistics course
- Add Entrepreneurship courses
- Include more social media in Marketing courses
- Skill development needed in the following areas:
 - Professional skills
 - Technology skills
 - Communication skills
 - Accounting skills
- Increase the number of online courses offered
- More class meeting time options
- More variety in professors for each topic offering
- Fewer General Education classes

***Summary files for each stakeholder group are available upon request from the taskforce.