

**Indiana University Kokomo
School of Business
M.B.A. Program
Assessment Report
Academic Year 2007-2008**

I. BRIEF SUMMARY OF ASSESSMENT PLAN

Goals and Outcomes Assessed in 2007-2008

The School assessed student performance on the following goals and outcomes in the course of the 2007-08 academic year. Assessment data were collected through a course-embedded system of assessment in all core MBA courses. Some outcomes were assessed in the Fall, while others were assessed in the Spring semester. Please refer to Appendix A “Summary of Assessment Results” and Appendix B “Curriculum Map” for the list of specific courses used for assessment of each outcome in 2007-08.

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. Anticipate and analyze trends in the business environment.

Outcome 3.1 – Recognize the effects of change in the economic and political environment.

Outcome 3.2 – Recognize the effects of change in culture and demographics.

Goal 4. Approach organizational decisions in ethical, legal and socially responsible manner.

Outcome 4.1 - Describe the concept of ethics and its applications.

Outcome 4.2 - Describe the impact of the legal and regulatory environment on business.

Outcome 4.3 - Describe the social responsibility of business.

Goal 5. Operate in dynamic and complex domestic and global organizational environments.

Outcome 5.1 – Describe organizational synergies resulting from partnerships and alliances including mergers and acquisitions.

Outcome 5.2 – Describe gains to trade and barriers to trade.

Outcome 5.3 – Describe the international monetary system and the role of exchange rates.

Outcome 5.4 – Describe the opportunities and threats that accompany globalization.

Goal 6. Demonstrate knowledge in the functional areas of business.

Outcome 6.1 – Use financial statements to guide decision making.

Outcome 6.2 – Apply cost behavior to solve business problems.

Outcome 6.3 – Perform analysis of supply and demand and evaluate market outcomes.

Outcome 6.4 – Evaluate the effects of fiscal and monetary policies.

Outcome 6.5 – Describe the importance of quality and technology to gain a competitive advantage.

Outcome 6.6 - Apply quantitative models and technology to support managerial decision making.

Outcome 6.7 – Utilize valuation models in order to estimate the price of financial assets.

Outcome 6.8 – Describe capital budgeting theory and the theory of capital structure.

Outcome 6.9 – Develop a marketing mix to appeal to target markets.

Outcome 6.10 – Describe marketing management and strategic market planning processes.

Outcome 6.11 – Describe high performance Human Resources practices.

Outcome 6.12 – Discuss current trends in organizational behavior and leadership concepts.

Goal 7. Integrate theory and application from various functional areas in an interdisciplinary approach.

Outcome 7.1 – Perform an internal analysis of an organization, using tools and concepts from various related disciplines.

Outcome 7.2 – Describe how functional areas interact to derive cross-functional synergies.

Outcome 7.3 – Integrate economic thinking and accounting data to make financial decisions.

Assessment Benchmarks

Assessment of these outcomes was performed with course-embedded assessment methods described below in Section II of this Report. Benchmarks for each outcome were set by the faculty in terms of the mean performance of students enrolled in a course on assignments related to the outcome. The specific benchmark levels that have to be reached for the performance to be classified as Excellent or Satisfactory for each outcome are presented next to the summary assessment results in Appendix A. Appendix C further lists the details on specific assessment instruments utilized by the faculty in each course for collection of the assessment data. For instance, as detailed in the appendices A and C, outcome 1.1 “Provide identification and formulation of problem” was assessed in F542 in Spring 2008. The faculty member used a set of questions that each student had to answer on an exam to evaluate the achievement of this outcome. For the outcome to be evaluated as “Excellent” the mean score for these questions had to reach 90%, and for the performance to be “Satisfactory” the mean score had to be between 70% and 90%.

Changes to Assessment Plan

Assessment in the M.B.A. program in 2007-08 was performed as specified in the Assessment Plan. This academic year completes a two-year cycle during which the School collected course-embedded assessment data on the achievement of learning outcomes. In the following academic year 2008-09, the School will focus on assessing general knowledge learning outcomes such as communication skills and critical thinking. The School will attempt to incorporate external evaluators in the assessment of writing and presentation skills. These changes are detailed in the Assessment Plan for 2008-09.

In addition, the Assessment Committee of the School worked to document the specific assessment instruments used by the faculty in the course-embedded assessment of student learning outcomes. Appendix C provides a grid of specific assessment instruments used by the faculty in each course in 2007-08.

II. ASSESSMENT METHODS

Course-embedded Assessment

The School used a system of course-embedded assessment to collect data on student achievement of the learning outcomes. The Curriculum Map presented in Appendix B demonstrates which specific courses were used for data collection for each of the outcomes. The course-embedded outcomes assessment mechanism involves the faculty incorporating assessment tasks in regular course assignments. These assessment data are recorded separately from student course grades, and are linked to the specific assessment outcomes presented above. Mean student performance for each outcome is then evaluated by the faculty teaching the course as Excellent, Satisfactory, or Needs Improvement.

Due to the large number of outcomes and the different nature of material assessed, it was left to the faculty to decide on the appropriate mechanism for each outcome. A summary of the data on these assessment instruments was collected by the Assessment Committee. This summary appears in Appendix C. For instance, outcomes 6.1-6.2 and 7.3 were assessed in D542. In this case, the faculty member teaching the course used exams, and identified specific parts of the exams that were related to each of the learning outcomes. The faculty member then tracked student performance on questions relating to each of the outcomes separately on each exam. Please see a sample data collection from in Appendix D that summarizes this information for the course.

Assessment data collection forms were collected by the School's Assessment Committee. The Committee compiled the data for analysis and presented the data at the School of Business faculty meetings. For each outcome assessed, the faculty members collected data from each student enrolled in the course. The data was collected by the faculty teaching the corresponding course. The same faculty then related the student performance to the benchmark set for the outcome. Appendix A presents the summary of all course embedded assessment evaluations and identifies the outcomes that were assessed in Fall 2007 and in Spring 2008.

National Standardized Test

As a supplementary assessment tool, all graduates also take the standard Educational Testing Service (ETS) exam for M.B.A. testing the knowledge in the functional areas of Business. The ETS test is administered in the capstone course. This exam is listed as a requirement for completion of the course. The scores on this exam are analyzed by the Assessment Committee and may serve to identify potential problem areas in the curriculum. The ETS test provides an opportunity to compare student performance to a highly competitive national sample of M.B.A. programs that included 8,951 students at 157 institutions for the period of 2006-08.

III. DESCRIPTION OF ASSESSMENT RESULTS

A summary of the course-embedded assessment results is presented in Appendix A. This summary identifies the benchmark for each outcome assessed, and shows the faculty's evaluation of the mean student performance as Excellent, Satisfactory, or Needs Improvement. Appendix A also identifies the outcomes assessed in Fall 2007 and those assessed in Spring 2008. Appendix B presents the Curriculum Map that shows assessment points for each outcome in the M.B.A.

curriculum. Appendix C further details the data collection instruments used by the faculty in the 2007-08 academic year.

Overall, the results demonstrate strong performance on all learning outcomes. In Fall 2007, eight outcomes were evaluated as “Excellent”. Three outcomes were at the “Satisfactory” level. In Spring 2008, nine of the assessed outcomes were at the “Excellent” level, while ten outcomes were at the “Satisfactory” level.

Appendix E provides data on the student performance on the ETS exam. The overall performance of students continued the trend towards improvement in 2007-08. The overall score for the program was at the 95th percentile level, compared with the highly competitive sample of M.B.A. programs that included 8,951 students at 157 institutions for the period of 2006-08. That means that the performance of IU Kokomo M.B.A. graduates was in the top five percent of the national sample. The average scores on the ETS assessment indicators were consistently high, reaching the level of 95th percentile nationally for areas of Management, Marketing, Managerial Accounting, and Strategic integration.

IV. USING ASSESSMENT FOR PROGRAM IMPROVEMENT

Program Improvement

Program improvement in response to the assessment results is an important part of the overall assessment plan. If the benchmark is not reached for a particular outcome, the faculty teaching the course will consider changes to the course, and submit an outline of the proposed changes to the Assessment Committee of the School. These suggestions are later implemented. A similar process is successfully utilized in the assessment of the undergraduate program.

The assessment results from both course-embedded assessment and the ETS test indicate strong student performance for all outcomes assessed in 2007-08. There were no specific changes to the program, but the process for incorporating improvement is in place. In addition to evaluating the assessment results, the faculty and the Graduate Policy and Curriculum Committee (GPCC) of the School oversee the M.B.A. program for currency. For instance, in 2007-08 benchmarking of the M.B.A. program coverage led to the creation of a new required course E542 “Strategic Managerial Economics” offered for the first time in Fall 2008. Several new elective courses including courses in International Economics and Entrepreneurship were also developed in the last year. The Assessment Committee and GPCC continue the process of evaluation and improvement of the M.B.A. program.

Continuous Improvement of Assessment Process

The School’s Assessment Committee works to adjust the Assessment Plan based on the results collected. Academic year 2007-2008 completes a two-year cycle of course-embedded data collection for all learning outcomes. This cycle is an effort to establish whether the satisfactory level of performance is sustained and to assess the effectiveness of improvements made by the faculty in the areas of concern. The Assessment Committee decided to focus on communication skills outcomes 2.1-2.3 in 2008-2009. This focused approach will allow the School to incorporate external reviewers into the assessment process for these outcomes.

The School’s Assessment Committee also works to incorporate feedback from the IU Kokomo CTLA and Assessment Council into the process. In particular, as the School moves from assessing a large number of business-specific outcomes this year to a smaller number of communication skills outcomes next year, there will be an effort to evaluate individual-level learning outcome data

as opposed to section-level mean scores being the unit of assessment for each outcome. This change was suggested by the CTLA.

V. DISSEMINATION OF RESULTS

Dissemination of assessment results to faculty, staff, and students is a priority for the School. The Assessment Committee collects and reviews all assessment results. A summary of assessment activities was presented to the School's faculty and staff at School of Business meetings generally once a month. Assessment results for each semester were discussed after the Committee collected all data, typically at the start of the following semester. In addition, a copy of this report is submitted to the Assessment Council. These copies are filed and are publicly available to all the stakeholders of the School.

The highlights of assessment activities appeared in the past issues of the School of Business newsletter *NEXUS* that is distributed to all students. A summary of the ETS testing results was presented at the School's advisory board meeting.

The School's webmaster developed a series of web pages with complete information on the School's assessment activities. The information includes Assessment highlights for the M.B.A. program, the list of learning outcomes for the M.B.A. program, 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. Please feel free to visit the School's assessment web page at the following address:
<http://www.iuk.edu/~kobus/assessment/assessment.shtml>

Highlights of the assessment activities were also provided to CTLA for dissemination to stakeholders. This information is now available at:
<http://www.iuk.edu/~koctla/assessment/SumBus.shtml>

APPENDIX A. SUMMARY OF COURSE-EMBEDDED ASSESSMENT RESULTS

MBA ASSESSMENT - FALL 2007

Objectives/Outcomes	No.	Course	Assessed in F2007	Excellent	Satisfactory	Needs Improvement	Benchmark (Excellent / Satisfactory)
COMM AND ORG MGMT SKILLS							
Write clearly and effectively	2.1	M560/J542	Y	X	X		90% / 70%
Present clearly and persuasively	2.2	M560/Z542	Y	X			90% / 70%
Work in and lead teams	2.3	Z542/J542	Y	X			90% / 70%
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY							
Concept of ethics	4.1	J542	Y	X			90% / 70%
Legal and regulatory environment	4.2	J542	Y	X			90% / 70%
Social responsibility of business	4.3	J542	Y	X			90% / 70%
ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES							
Segment product-markets / marketing mix	6.9	M560	Y		X		90% / 70%
Marketing management / strategic market planning	6.10	M560	Y		X		90% / 70%
High performance Human Resources practices	6.11	Z542	Y	X			90% / 70%
Organizational behavior	6.12	Z542	Y	X			90% / 70%

MBA ASSESSMENT - SPRING 2008

Objectives/Outcomes	No.	Course	Assessed in Spring 2008	Excellent	Satisfactory	Needs Improvement	Benchmark (Excellent / Satisfactory)
CRITICAL/ANALYTICAL REASONING							
Identification and formulation of problem	1.1	F542	Y		X		90% / 70%
Develop problem solution techniques	1.2	F542	Y	X			90% / 70%
Interpret solution results	1.3	F542	Y		X		90% / 70%
Identification and formulation of problem	1.1	M570	Y		X		90% / 70%
Develop problem solution techniques	1.2	M570	Y		X		90% / 70%
Interpret solution results	1.3	M570	Y		X		90% / 70%
ANALYZE TRENDS IN BUS ENVIRONMENT							
Economic and political change	3.1	J560	Y	X			90% / 70%
Change in culture and demographics	3.2	J560	Y		X		90% / 70%
DYNAMICS OF DOMESTIC AND GLOBAL ORGANIZATIONAL ENVIRONMENT							
Synergies resulting from partnerships	5.1	J560	Y		X		90% / 70%
Globalization and competitive advantage	5.4	J560	Y	X			90% / 70%
ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES							
Financial statements in decision making	6.1	D542	Y	X			80% / 60%
Cost behavior	6.2	D542	Y	X			80% / 60%
Quality, technology	6.5	M570	Y		X		90% / 70%
OM concepts and techniques	6.6	M570	Y		X		90% / 70%
Valuation models	6.7	F542	Y		X		90% / 70%
Capital budgeting theory	6.8	F542	Y	X			90% / 70%
INTEGRATIVE / INTERDISCIPLINARY							
Internal analysis of an organization	7.1	J560	Y	X			90% / 70%
Interaction of functional areas	7.2	J560	Y	X			90% / 70%
Economic thinking and accounting data in decisions	7.3	D542	Y	X			90% / 70%
Assessment Data for M.B.A. program - Spring 2008							

APPENDIX B. CURRICULUM MAP

Objectives/Outcomes		(Spring) D542	(Fall) E520	(Spring) F542	(Fall) J542	(Spring) J560	(Fall) M560	(Spring) M570	(Fall) Z542
CRITICAL/ANALYTICAL REASONING									
Identification and formulation of problem	1.1			X				X	
Develop problem solution techniques	1.2			X				X	
Interpret solution results	1.3			X				X	
COMM AND ORG MGMT SKILLS									
Write clearly and effectively	2.1				X		X		X
Present clearly and persuasively	2.2				X		X		X
Work in and lead teams	2.3				X				X
ANALYZE TRENDS IN BUS ENVIRONMENT									
Economic and political change	3.1					X			
Change in culture and demographics	3.2					X			
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY									
Concept of ethics	4.1				X				
Legal and regulatory environment	4.2				X				
Social responsibility of business	4.3				X				
DYNAMICS OF DOMESTIC AND GLOBAL ORGANIZATIONAL ENVIRONMENT									
Synergies resulting from partnerships	5.1					X			
Gains to trade, barriers to trade	5.2		X						
Exchange Rates	5.3		X						
Globalization and competitive advantage	5.4					X			
ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES									
Financial statements in decision making	6.1	X							
Cost behavior	6.2	X							
Supply and demand	6.3		X						
Inflation, unemployment and GDP	6.4		X						
Quality, technology	6.5							X	
OM concepts and techniques	6.6							X	
Valuation models	6.7			X					
Capital budgeting theory	6.8			X					
Segment product-markets / marketing mix	6.9						X		
Marketing management / strategic market planning	6.10						X		
High performance Human Resources practices	6.11								X
Organizational behavior	6.12								X
INTEGRATIVE / INTERDISCIPLINARY									
Internal analysis of an organization	7.1					X			
Interaction of functional areas	7.2					X			
Economic thinking and accounting data in decisions	7.3	X							
Curriculum Map for M.B.A. program. The grid indicates courses used for collection of assessment data for each learning outcome.									

**APPENDIX C. SUMMARY OF ASSESSMENT DATA COLLECTION
INSTRUMENTS**

Objectives/Outcomes		(Spring) D542	(Fall) E520	(Spring) F542	(Fall) J542	(Spring) J560	(Fall) M560	(Spring) M570	(Fall) Z542
CRITICAL/ANALYTICAL REASONING									
Identification and formulation of problem	1.1			E				E	
Develop problem solution techniques	1.2			E				E	
Interpret solution results	1.3			E				E	
COMM AND ORG MGMT SKILLS									
Write clearly and effectively	2.1				C, Pr		W, H		P, E
Present clearly and persuasively	2.2				C, Pr		Pr, D		Pr
Work in and lead teams	2.3				C, Pr				E, AC
ANALYZE TRENDS IN BUS ENVIRONMENT									
Economic and political change	3.1					P			
Change in culture and demographics	3.2					P			
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY									
Concept of ethics	4.1				C, Pr				
Legal and regulatory environment	4.2				C, Pr				
Social responsibility of business	4.3				C, Pr				
DYNAMICS OF DOMESTIC AND GLOBAL ORGANIZATIONAL ENVIRONMENT									
Synergies resulting from partnerships	5.1					P			
Gains to trade, barriers to trade	5.2		E						
Exchange Rates	5.3		E						
Globalization and competitive advantage	5.4					P			
ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES									
Financial statements in decision making	6.1	E							
Cost behavior	6.2	E							
Supply and demand	6.3		E						
Inflation, unemployment and GDP	6.4		E						
Quality, technology	6.5							E	
OM concepts and techniques	6.6							E	
Valuation models	6.7			E					
Capital budgeting theory	6.8			E					
Segment product-markets / marketing mix	6.9						E, W		
Marketing management / strategic market planning	6.10						E, W		
High performance Human Resources practices	6.11								E, Pr
Organizational behavior	6.12								D
INTEGRATIVE / INTERDISCIPLINARY									
Internal analysis of an organization	7.1					P			
Interaction of functional areas	7.2					P			
Economic thinking and accounting data in decisions	7.3	E							
CODE: E = Exams, P = Projects, GW = Group Work, C = Cases, D = Discussions, Pr = Presentations, Ex = Exercises, W = Written work, H = Homework/Problems. AC - Assessment Center									

APPENDIX D. SAMPLE ASSESSMENT DATA FORM

IUK School of Business Assessment Data Form

Course: D542

Semester: Spring 2008

Faculty: Cox

Goal	Score	Evaluation		
		Excellent	Satisfactory	Needs Improvement
Learn how financial statements help decision makers	88.8% ^a		X	
Learn cost behavior to solve business problems	97.2% ^b	X		
Be able to integrate economic thinking and accounting data to make financial decisions	98.0% ^c	X		

^a Based on problems 1-6, 23, 24 from exam 1.

^b Based on problems 16-19 from exam 2.

^c Based on problems 17-18 and 22-24 from Exam 3.

Comments: These results reflect the spring 2008 performance of five students from one section of Advanced Managerial Accounting. This was a small class with five good students. Assessment of student learning indicates that the achievement levels for all three outcomes were satisfied and results relating to cost behavior and integrating economic thinking and accounting data indicate an excellent evaluation.

IUK School of Business Assessment Data Form

Course: F542

Semester: Spring 2008

Faculty: Cox

Goal	Score	Evaluation		
		Excellent	Satisfactory	Needs Improvement
Be able to provide identification and formulation of problem	86.3% ^a		X	
Be able to develop problem solution techniques	89.8% ^b	X		
Be able to interpret and implement solution results	75.6% ^c		X	
Utilize evaluation models in order to estimate the price of financial assets	85.2% ^d		X	
Understand capital budgeting theory and comprehend the theory of capital structure including the weighted average cost of capital and dividend policy	91.8% ^e	X		

^a Based on questions 18 and 19 from exam 1.

^b Based on questions 2 and 6 from exam 1 and questions 1, 2, 6, and 7 from exam 2.

^c Based on questions 4 and 8 from exam 1 and questions 20 and 21 from exam 2.

^d Based on questions 1, 13, and 14 from exam 1 and questions 22 and 23 from exam 2.

^e Based on question 7 from exam 1, questions 4, 5, 12, and 33 from exam 2, and questions 17 and 18 from exam 3.

Comments: These results reflect the spring 2008 performance of eight students from one (very strong) section of Advanced Managerial Finance. The results are excellent to very satisfactory in all but the “Be able to interpret and implement solution results” outcome. The results are not comparable with previous year results because I used different exams and evaluation questions. However, last year the “Be able to interpret and implement solution results” outcome was the most highly rated outcome at 87.9%. I believe that the questions I selected to measure the outcome were particularly difficult and, as a result, I judge the outcome satisfactory.

APPENDIX E. ETS MAJOR FILED TEST DATA SUMMARY

ASSESSMENT OF STUDENT LEARNING THROUGH ETS MAJOR FIELD TEST

The data represents results of IU Kokomo MBA students in Educational Testing Service's standardized field test for MBA. The test is taken by graduating students in the capstone course in the Spring semester. The numbers are percentile rank scores for all categories and for each category separately for a given semester. The percentile ranks are in relation to the national comparative data sample received from the ETS. This sample includes 8,931 students from 157 institutions for 2005-2008.

	Spring 2005	Spring 2006	Spring 2007	Spring 2008
Percentile scores				
Number	15	15	24	13
Overall IUK Percentile	50	75	85	95
Marketing	25	70	85	95
Management	10	80	80	95
Finance	40	70	80	90
Managerial Accounting	70	65	75	95
Strategic Integration	55	60	85	95