

Indiana University Kokomo
School of Business
M.B.A. 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. In the process of preparation for the School's AACSB accreditation maintenance visit in 2016, the School completed a review of its assessment process, program goals and learning outcomes. The School created a new Curriculum Management and Assurance of Learning Committee that will ensure more formal integration between assessment and curriculum decisions. The Curriculum Management and Assurance of Learning Committee organized a review of the M.B.A. graduate program assessment plan as well as its program goals and outcomes. As the result, the number of learning outcomes was reduced from the previous 25 outcomes to 15 outcomes making the assessment plan more manageable.

In the 2016-17 academic year, the School used course-embedded assessment techniques to gather data on the achievement of these outcomes in core undergraduate courses. The faculty developed assessment forms and used benchmarks to evaluate student performance and establish whether student learning in an outcome is Excellent, Acceptable, or Needs Improvement.

As an external assessment instrument, the School also continued to use the ETS Major Field Test for M.B.A. to measure the knowledge and skills of all graduates. The results of this national standardized ETS test allow for comparison of our graduates to national norms. There were 20 graduates taking the test in Fall 2016 and Spring 2017 and the mean performance for the cohort was at the 24th percentile compared to all M.B.A. institutions participating in the ETS testing worldwide. The ETS sample includes 17,042 students from 238 institutions. A closer look at the results uncovered an issue with the ETS testing in 2016-17 as a number of international students started the test but did not answer many questions. This resulted in several very low scores that skewed the overall cohort results down. The School decided to change from the 3-hour M.B.A. test to the 2-hour Business test in 2017, and also made the test a required course component to improve student participation in this important assessment tool.

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

- Mission, Program Goals and Learning Outcomes are regularly reviewed and updated
- Course-embedded assessment data are collected every academic year
- 100 percent of the School's graduate program faculty participate in assessment of student learning over the assessment cycle
- External standardized testing is performed with the ETS Major Field Test
- Curriculum Management and Assurance of Learning Committee oversees all assessment activities
- Assessment results are reviewed by all faculty in regular faculty meetings

Goals and Outcomes Assessed in 2016-17

This academic year, we started a cycle of assessment that will eventually cover every learning outcome. Outcomes 1.1-1.3, 2.1-2.3, 6.1-6.2, and components of outcomes 5.1-5.2 were assessed in this academic year.

A full description of the assessment plan is available in the School's Assessment Plan document. The full list of goals and outcomes is presented below.

A graduate of the Master in Business Administration program should be able to:

Goal 1. Critically and analytically reason and solve problems.

Outcome 1.1 – Provide identification and formulation of problem

Outcome 1.2 – Develop problem solution techniques

Outcome 1.3 – Interpret and implement solution results

Goal 2. Communicate effectively.

Outcome 2.1 – Write clearly and effectively for a business audience.

Outcome 2.2 – Present clearly and persuasively to a business audience.

Outcome 2.3 – Work in and lead teams.

Goal 3. Approach organizational decisions in ethical, legal and socially responsible manner.

Outcome 3.1 - Describe the concept of ethics and its applications.

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

Outcome 3.3 - Discuss the social responsibility of business.

Goal 4. Operate in dynamic and complex domestic and global organizational environments.

Outcome 4.1 – Analyze organizational synergies resulting from partnerships and global alliances.

Outcome 4.2 – Analyze the opportunities and threats that accompany globalization.

Goal 5. Demonstrate knowledge in the functional areas of business.

Outcome 5. 1. – Students will understand concepts in the functional areas of business including Accounting, Economics, Finance, Management, Marketing, and Operations

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

Goal 6. Integrate theory and application from various functional areas in an interdisciplinary approach.

Outcome 6.1 – Perform competitive analysis and internal analysis of an organization, using the tools and concepts from various functional disciplines.

Outcome 6.2 – Apply knowledge from various functional areas of business to derive cross-functional synergies.

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 M.B.A. For the outcomes 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 description of the School's assessment methods is provided in the Assessment Plan document.

The faculty identified assessment instruments such as projects, assignments, or exams that are used for data collection on each of the outcomes. The School's Curriculum Management and Assurance of Learning Committee developed the assessment forms to evaluate the learning outcomes in each of the courses in 2016-17. The forms identify the achievement of each learning outcome in the following categories – Excellent, Acceptable, or Needs Improvement.

A new assessment instrument in 2016-17 is the web-based simulation from Marketplace Simulations that students now complete in BUKO-J561. Specifically, they are involved in the level entitled Advanced Strategic Corporate Management. The assurance of learning assessment (AOLA) is embedded in the course. All students enrolled in J561 complete the assessment in class. It is completely web-based. The AOLA asks the students questions pertaining to strategic management, but focuses primarily on the application of that knowledge to the competitive environment in the simulation. A report on this simulation is prepared by the faculty teaching this course.

The Curriculum Management and Assurance of Learning Committee reviewed all assessment results in preparation of this report. The results were then reported and discussed with all faculty in regular faculty meetings. The summary of assessment results for each of the outcomes is presented in Appendix B.

National Standardized Test

All program graduates also took the standardized Educational Testing Service (ETS) exam for M.B.A. This test focuses on the integrative skills specific to M.B.A. graduates. The ETS test was listed as a requirement for completion of the program and was administered in Fall 2016. The ETS test provides an opportunity to compare student performance to an international sample of M.B.A. program graduates. The ETS sample includes 17,042 students from 238 institutions worldwide.

The School's faculty teaching in the M.B.A. program and the Curriculum Management and Assurance of Learning Committee worked to link the assessment indicators provided by the ETS to specific learning outcomes. A grid summary of these linked outcomes is available in Appendix C along with the overview of test results. 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 external validation to the course-embedded assessment data.

III. DESCRIPTION OF ASSESSMENT RESULTS

The course-embedded assessment results for 2016-17 are presented in appendix B, while the ETS test results for the M.B.A. program graduates are summarized in Appendix C.

Course-embedded Assessment

There were four program goals further linked to ten learning outcomes that were assessed in academic year 2016-17. The results were positive with three outcomes rated at the Excellent level, and seven outcomes rated at the Acceptable level. Assessment of business area outcomes 5.1-5.2 was performed solely in the Economics and Management components in this year through exams and the strategic management simulation.

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 2016-17.

National Standardized Test

The results of the ETS test for M.B.A. program graduates are presented in Appendix C. In particular, there were 20 graduates taking the test in Fall 2016 and Spring 2017 and the mean performance for this cohort was at the 24th percentile compared to all institutions participating in the ETS testing. The ETS sample includes 17,042 students from 238 institutions worldwide.

ETS test results are further linked to the learning outcomes assessed in the areas of business. In 2016-17, the ETS test assessment indicators in the area of Finance stayed strong and were above the 60th percentile. The lowest scores this year were observed in Marketing.

The Curriculum Management and Assurance of Learning Committee examined the results and uncovered an issue with the ETS testing in 2016-17 as a number of international students started the test but did not answer many questions. This resulted in several very low scores that skewed the overall cohort results down for the total score as well as the area scores and made any meaningful comparison with prior results very difficult.

The Curriculum Management and Assurance of Learning Committee discussed new testing procedures designed to motivate the best effort of students. As the result, the School decided to change from the 3-hour-long ETS M.B.A. test to the 2-hour ETS Business test in 2017, and also made the test a required course component to improve student participation in this important assessment tool. This new approach will allow the School to continue monitoring student knowledge and skills in Business. The shorter Business test has been occasionally utilized in the M.B.A. program in the past which will provide a benchmark for student performance.

IV. USING ASSESSMENT FOR PROGRAM IMPROVEMENT

The School's faculty focus on the continuous improvement of the program and the assessment process itself. Recently, the School created a Curriculum Management and Assurance of Learning Committee that will help ensure more formal integration between assessment and curriculum decisions.

Upon review of our assessment plan in the AACSB accreditation process in 2015, it was suggested the School revise the program goals and outcomes to make them more manageable by consolidating the outcomes and revising the assessment cycle. In 2015-16, a revision of the assessment plan was undertaken. All graduate program 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. Overall, the number of learning outcomes was reduced from the previous 25 outcomes to 15 outcomes.

Program improvement in response to the assessment results is an important part of our overall assessment plan. If the benchmark is not reached for a particular outcome, the faculty teaching the course will identify the reason, consider changes to the course, and discuss the proposed changes with the Curriculum Management and Assurance of Learning Committee of the School. A similar process is successfully used in the assessment of the undergraduate Business program. Faculty members also use assessment data on their own to adjust teaching in their courses. In 2016-17, the assessment results from the course-embedded assessment indicate that the performance of students meets the overall expectations of the faculty.

Recently, one area where the School made a significant change was in the applied learning course BUKO-C599 Project Demonstrating Expertise. This course has been incorporated in the curriculum as a required applied learning experience where students get to provide consulting services to actual businesses. In the first two years after implementation faculty teaching this course reported that student learning was enhanced by the experience. However, assessment was only loosely applied with student and/or employer feedback. In 2016-17, the faculty worked to establish more formal assessment of the experiential learning initiative. We are now actively working to ensure experiential learning is assessed on a regular basis and the outcomes for experiential learning assessment are actively discussed by both the Curriculum Management and Assurance of Learning committee and the Strategic Planning committee.

The faculty decided to establish one faculty member as a coordinator of the C599 course as well as add project management content to this course. The ETS test for Business is now also incorporated in this course as a required graded component. The School will continue to collect and review the assessment results to assess the impact of program changes and ensure the attainment of learning outcomes by the students.

V. DISSEMINATION OF RESULTS

The School disseminates assessment results to stakeholders in several ways. The newly created 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. These reports are publicly available to the stakeholders of the School, including web access through the university's web site.

The School also maintains its own 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 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/ba_mba_sum.php

APPENDIX A. ASSESSMENT CURRICULUM MAP

Objectives/Outcomes	(Spring) D542		(Fall) E542	(Spring) F542	(Fall) L512	(Spring) J560	(Fall) M560	(Spring) M570	(Fall) Z542
	CRITICAL/ANALYTICAL REASONING								
Provide identification and formulation of problem	1.1		Case problems	Exam				Exam, Project	
Develop problem solution techniques	1.2		Case problems	Exam				Exam, Project	
Interpret and implement solution results	1.3		Case problems	Exam				Exam, Project	
COMM AND ORG MGMT SKILLS									
Write clearly and effectively	2.1			Exam					
Present clearly and persuasively	2.2		Project						
Work in and lead teams	2.3		Project		Project				
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY									
Concept of ethics	3.1				Exam				
Legal and regulatory environment	3.2				Exam, Case, Presentation				
Social responsibility of business	3.3				Exam, Case, Presentation				
DYNAMIC GLOBAL ORGANIZATIONAL ENVIRONMENT									
Synergies resulting from global alliances	4.1				Exam, Case, Presentation				
Opportunities and threats of globalization	4.2				Exam, Case, Presentation				
FUNCTION-RELATED KNOWLEDGE									
Understand concepts in Accounting	5.1.1	Exam							
Understand concepts in Economics	5.1.2		Exam						
Understand concepts in Finance	5.1.3			Exam					
Understand concepts in Management	5.1.4				Exam, Case				Paper, Project
Understand concepts in Marketing	5.1.5						Project, exercises		
Understand concepts in Operations	5.1.6							Exam, Project	
Apply concepts in Accounting	5.2.1	Exam							
Apply concepts in Economics	5.2.2		Exam						
Apply concepts in Finance	5.2.3			Exam					
Apply concepts in Management	5.2.4				Exam, Case				Paper, Project
Apply concepts in Marketing	5.2.5						Project, exercises		
Apply concepts in Operations	5.2.6							Exam, Project	
INTEGRATIVE / INTERDISCIPLINARY									
Competitive and internal analysis of organization	6.1				Exam, Case, Presentation				
Describe interaction of functional areas	6.2				Exam, Case, Presentation				

Appendix A.

Curriculum Map for M.B.A. program. The grid indicates courses used for collection of assessment data for each learning outcome.

APPENDIX B. COURSE-EMBEDDED ASSESSMENT RESULTS

IU Kokomo School of Business Assessment Results - M.B.A. Program - AY 2016/17

	Objectives/Outcomes	Course	Excellent	Acceptable	Needs Improvement	Score
1.	Critically and analytically reason and solve problems					
1.1	Provide identification and formulation of problem	E542/M570	X			93%
1.2	Develop problem solution techniques	E542/M570		X		87%
1.3	Interpret and implement solution results	E542/M570		X		84%
2.	Communicate effectively					
2.1	Write clearly and effectively	E542/M560		X		86%
2.2	Present clearly and persuasively	E542/M560	X			91%
2.3	Work in and lead teams	E542/J542	X			94%
3.	Ethical, legal and socially responsibility					
3.1	Concept of ethics	J542				Not Assessed
3.2	Legal and regulatory environment	J542				Not Assessed
3.3	Social responsibility of business	J542				Not Assessed
4.	Dynamic global organizational environment					
4.1	Synergies resulting from global alliances	J560				Not Assessed
4.2	Opportunities and threats of globalization	J560				Not Assessed
5.	Functional areas of business					
5.1	Understand concepts in areas of business					
5.1.1	Accounting	D542				Not Assessed
5.1.2	Economics	E542		X		86%
5.1.3	Finance	F542				Not Assessed
5.1.4	Management	Z542/J561		X		Simulation
5.1.5	Marketing	M560				Not Assessed
5.1.6	Operations	M570				Not Assessed
5.2	Apply concepts in areas of business					
5.2.1	Accounting	D542				Not Assessed
5.2.2	Economics	E542		X		83%
5.2.3	Finance	F542				Not Assessed
5.2.4	Management	Z542/J561		X		Simulation
5.2.5	Marketing	M560				Not Assessed
5.2.6	Operations	M570				Not Assessed
6.	Integrate theory and application from various functional areas					
6.1	Competitive and internal analysis of organization	J561		X		Simulation
6.2	Describe interaction of functional areas	J561		X		Simulation

APPENDIX C. ETS MAJOR FIELD TEST RESULTS

**INDIANA UNIVERSITY KOKOMO
SCHOOL OF BUSINESS**

Assessment of Student Learning with ETS Major Field Test

The data represents results of IU Kokomo MBA students in Educational Testing Service’s standardized MFT test for MBA. The test is taken by graduating students 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 17,042 students from 238 institutions.

	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2013	Spring and Fall 2014	Spring 2015	Fall 2015 and Spring 2016	Fall 2016 and Spring 2017
Percentile scores									
Number	13	19	27	11	19	16	32	26	20
Overall IUK Percentile	95	85	95	90	80	51	34	29	24
Marketing	95	80	95	80	57	48	30	23	6
Management	95	80	95	85	77	40	21	17	17
Finance	90	85	85	95	74	58	52	52	64
Managerial Accounting	95	90	95	90	91	78	30	45	19
Strategic Integration	95	80	90	90	65	45	42	26	22

In Spring 2012, the MBA students took the ETS Business Major Field Test in order to measure the knowledge in the areas of Business to complement the MBA MFT tests taken in other years. The results appear below and show percentile ranks for each area. The sample includes 80,806 students at 585 institutions.

	Spring 2012
Percentile scores	
Number of students tested	17
Overall IU Kokomo Percentile	91
Accounting	96
Economics	90
Management	86
Quantitative Analysis	75
Finance	94
Marketing	75
Legal/Social Environ.	59
Information Systems	97
International Issues	70

Objectives/Outcomes		Marketing	Management	Finance	Managerial Accounting	Strategic Integration
CRITICAL/ANALYTICAL REASONING						
Provide identification and formulation of problem	1.1					X
Develop problem solution techniques	1.2					X
Interpret and implement solution results	1.3					X
COMM AND ORG MGMT SKILLS						
Write clearly and effectively	2.1					
Present clearly and persuasively	2.2					
Work in and lead teams	2.3					
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY						
Concept of ethics	3.1					X
Legal and regulatory environment	3.2					
Social responsibility of business	3.3					X
DYNAMIC GLOBAL ORGANIZATIONAL ENVIRONMENT						
Synergies resulting from global alliances	4.1					X
Opportunities and threats of globalization	4.2					
FUNCTION-RELATED KNOWLEDGE						
Understand concepts in Accounting	5.1.1				X	
Understand concepts in Economics	5.1.2					
Understand concepts in Finance	5.1.3			X		
Understand concepts in Management	5.1.4		X			
Understand concepts in Marketing	5.1.5	X				
Understand concepts in Operations	5.1.6		X			
Apply concepts in Accounting	5.2.1				X	
Apply concepts in Economics	5.2.2					
Apply concepts in Finance	5.2.3			X		
Apply concepts in Management	5.2.4		X			
Apply concepts in Marketing	5.2.5	X				
Apply concepts in Operations	5.2.6					
INTEGRATIVE / INTERDISCIPLINARY						
Competitive and internal analysis of organization	6.1		X			
Describe interaction of functional areas	6.2					X

Curriculum Map for ETS Test. The grid indicates ETS assessment indicator coverage for each learning outcome.