

**Indiana University Kokomo
School of Business
Assessment Plan
School Year 2007-2008**

M.B.A. DEGREE PROGRAM

I. PROGRAM MISSION STATEMENT

The mission of the School of Business is to provide high quality Indiana University education for the residents and employers of north central Indiana. The School's focus is to prepare students for effective and ethical leadership in an evolving global economy. The faculty is dedicated to excellence in teaching and continued intellectual growth through applied research, professional development, and service.

The undergraduate and M.B.A. curricula are based on the philosophy of balanced education, offering students high quality learning opportunities in professional fields integral to contemporary business and management. Courses are delivered in a distinctive learning environment with students of diverse ages, backgrounds, and aspirations in small class settings conducive to interactive learning experiences. The School of Business programs foster effective management of resources in contemporary organizations and prepare students for decision-making and leadership in a dynamic environment.

The mission of Indiana University Kokomo is "to enhance the educational and professional attainment of the residents of North Central Indiana by offering a wide range of bachelor's and a limited number of master's and associate's degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs."

The School's mission fits with the focus of the University's mission to meet the educational needs of north central Indiana. Furthermore, a master's program in Business promotes the effective use of the region's resources and contributes to economic vitality.

II. PROGRAM GOALS AND LEARNING OUTCOMES

Goals of the M.B.A. program are driven by the mission of the School. The following goals were developed in Fall 2006.

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.

III. Curriculum Map

Appendix A provides the curriculum map for the learning outcomes and their components. The map identifies which courses in each semester are used for assessment of the outcomes presented above.

IV. Assessment of student learning activities planned for the following academic year

Course-embedded Assessment

Starting in Spring 2006, a course-embedded system of assessment is used to collect data on student performance. The Curriculum Map presented in Appendix A demonstrates which specific courses are 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. We intend to assess all outcomes in the course of 2007-08, either in the Fall or in the Spring semester.

Since many learning outcomes, especially 6.1-6.12, are discipline-specific, the faculty teaching in the corresponding area determined the assessment mechanism and benchmarks. The faculty will use specific questions on their quizzes, case projects, or exams to track student performance for each outcome assessed in a course. The faculty will then submit a report with summary data to the Assessment Committee of the School at the end of each semester. The Assessment Committee will prepare a summary report based on the data collected from faculty. The summary report will identify the level of achievement of learning outcomes and their components.

For every component that falls short of achieving the benchmark level identified as acceptable, the faculty teaching in the area will submit a brief review of observed problems and proposed improvements.

Benchmarks

Appendix A also includes the information on the performance benchmarks. The faculty examined the nature of course material and test instrument questions connected with each outcome. This nature is variable, so a series of benchmarks was established for every outcome. In particular, the faculty established what level for each outcome is “Excellent”, “Satisfactory”, and “Needs Improvement”. For instance, the benchmark can be set as 90% performance for “Excellent”, and 70% for “Satisfactory”. In this case, if on average students answer over 90% questions associated with the outcome correctly, the achievement is excellent. Please see Appendix A for specific benchmarks.

National tests

The School has begun to administer the ETS test for MBA Students in J560 (capstone) class in Spring 2005 and will continue to administer the test once a year in its capstone class. The Assessment Committee of the School reviews the results. The ETS test is used to provide external validation to the School's assessment activities.

The faculty of the School requested a copy of the test from the ETS, and examined the test questions to establish a link with the program outcomes. Faculty members in all areas participated to evaluate the ETS test questions. ETS reports test results as five assessment indicators measuring different aspects of the MBA program. Appendix B presents a mapping of the ETS assessment indicators to the School's program outcomes. The data received from the ETS test will measure student performance on these specific outcomes. Please refer to the table in Appendix B for details.

Since, the ETS data is reported in the five assessment indicators for Business, this is the unit of data used in our assessment. The faculty will examine the scores for each assessment indicator, and use the map presented in Appendix B to trace the score back to the program outcomes.

Benchmarks

The ETS test allows us to get external validation of student performance, and to compare performance of our students with that of over 500 other institutions. The ETS reports student scores in eight area scores.

Every graduate of the program takes the ETS test. This allows us to measure the achievement of program outcomes at the conclusion of the program. Having a smaller set of observations (compared to all students enrolled in the classes with course-embedded assessment) also allows us to set benchmarks in terms of individual performance. We expect our students to perform better than at the national average level. This is a high expectation, as the ETS test for MBA includes the results of test-takers from highly selective national programs. We established five performance characteristics – scores that we expect the students to reach. These scores are listed in Appendix B. The benchmark for Excellence set for the program for 2007-2008 is to have 80% of the graduates reach the target performance characteristic for each ETS measure. The benchmark for Satisfactory performance is to have 60% of students reach the target performance characteristic.

V. Ongoing Assessment

The Assessment plans for the School of Business at Indiana University Kokomo are mission-driven responses to the need for data to measure and implement program improvement. The faculty of the School of Business at Indiana University Kokomo will strive to carefully evaluate the data gathered and affect the necessary improvements in courses or curricula.

The following resources are requested from CTLA to support the assessment efforts of the School.

(1) ETS test cost for undergraduate students in 2007-08:	50 @ \$25 = \$1250
(2) ETS test cost for M.B.A. students in 2007-08:	25 @ \$30 = <u>\$ 750</u>
Total:	\$2000

Objectives/Outcomes		(Spring) D542	(Fall) E520	(Spring) F542	(Fall) J542	(Spring) J560	(Fall) M560	(Spring) M570	(Fall) Z542	Benchmark (Excellent / Acceptable)
CRITICAL/ANALYTICAL REASONING										
Identification and formulation of problem	1.1			X				X		90% / 70%
Develop problem solution techniques	1.2			X				X		90% / 70%
Interpret solution results	1.3			X				X		90% / 70%
COMM AND ORG MGMT SKILLS										
Write clearly and effectively	2.1				X		X		X	85% / 70%
Present clearly and persuasively	2.2				X		X		X	85% / 70%
Work in and lead teams	2.3				X				X	85% / 70%
ANALYZE TRENDS IN BUS ENVIRONMENT										
Economic and political change	3.1					X				90% / 70%
Change in culture and demographics	3.2					X				90% / 70%
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY										
Concept of ethics	4.1				X					90% / 70%
Legal and regulatory environment	4.2				X					90% / 70%
Social responsibility of business	4.3				X					90% / 70%
DYNAMICS OF DOMESTIC AND GLOBAL ORGANIZATIONAL ENVIRONMENT										
Synergies resulting from partnerships	5.1					X				90% / 70%
Gains to trade, barriers to trade	5.2		X							80% / 60%
Exchange Rates	5.3		X							80% / 60%
Globalization and competitive advantage	5.4					X				90% / 70%
ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES										
Financial statements in decision making	6.1	X								80% / 60%
Cost behavior	6.2	X								80% / 60%
Supply and demand	6.3		X							80% / 60%
Inflation, unemployment and GDP	6.4		X							80% / 60%
Quality, technology	6.5							X		90% / 70%
OM concepts and techniques	6.6							X		90% / 70%
Valuation models	6.7			X						90% / 70%
Capital budgeting theory	6.8			X						90% / 70%
Segment product-markets / marketing mix	6.9						X			90% / 70%
Marketing management / strategic market planning	6.10						X			90% / 70%
High performance Human Resources practices	6.11								X	90% / 70%
Organizational behavior	6.12								X	90% / 70%
INTEGRATIVE / INTERDISCIPLINARY										
Internal analysis of an organization	7.1					X				90% / 70%
Interaction of functional areas	7.2					X				90% / 70%
Economic thinking and accounting data in decisions	7.3	X								90% / 70%

Objectives/Outcomes		Marketing	Management	Finance	Managerial Accounting	Strategic Integration
CRITICAL/ANALYTICAL REASONING						
Identification and formulation of problem	1.1					X
Develop problem solution techniques	1.2					X
Interpret 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					
ANALYZE TRENDS IN BUS ENVIRONMENT						
Economic and political change	3.1					X
Change in culture and demographics	3.2					
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY						
Concept of ethics	4.1					X
Legal and regulatory environment	4.2					
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					
Exchange Rates	5.3					
Globalization and competitive advantage	5.4					
ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES						
Financial statements in decision making	6.1				X	
Cost behavior	6.2				X	
Supply and demand	6.3					
Inflation, unemployment and GDP	6.4					
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					
Economic thinking and accounting data in decisions	7.3					
Performance Characteristic (ETS Score in each area)		56	57	45	51	53
Appendix B. Coverage of program outcomes in the ETS Major Field Test for MBA						
Note: The ETS test reports scores in five assessment indicators. The table reports which outcomes are covered in each assessment indicator score.						
The performance characteristic for each area is also reported.						