

**Indiana University Kokomo
School of Business
MBA Program
Assessment Report
Academic Year 2005-2006**

I. BRIEF SUMMARY OF ASSESSMENT PLAN

Goals and Outcomes Assessed in 2005-2006

Below is the list of goals and outcomes for the MBA program. The School implemented a course-embedded system of assessment in Spring 2006. Assessment data were collected in all core MBA courses taught in Spring 2006. Please refer to Appendix A – Summary of Assessment Results – for a grid that identifies every outcome assessed in Spring 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 – Demonstrate knowledge of 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 in terms of the mean performance of students enrolled in a course on assignments related to the outcome were set by the faculty. 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.

Changes to Assessment Plan

In response to the feedback received by the School from the IU Kokomo Assessment Council following the 2006 Assessment Plan, the School's faculty rewrote the goals and outcomes. The changes focused on making the language more assessable. The changes are also reflected in the new Curriculum map presented in Appendix B.

II. ASSESSMENT METHODS

Course-embedded Assessment

Starting in Spring 2006, a course-embedded system of assessment was used to collect data on student performance. The Curriculum Map presented in Appendix B 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. Student performance for each outcome is then evaluated by the faculty teaching the course as Excellent, Acceptable, 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. For instance, outcomes 1.1-1.3 and 6.7-6.8 were assessed in F542. In this case, the faculty member teaching the course used existing exams, and tracked student performance on questions relating to each of the outcomes separately on each exam.

For each outcome assessed, the data were collected for each student enrolled in the course. The data were only collected in Spring 2006. 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. For outcomes assessed in courses not offered in Spring 2006 there was no data collection. These outcomes will be assessed in 2006-07. The outcomes assessed in Spring 2006 are identified in the summary table presented in Appendix A.

National Standardized Test

As a supplementary assessment tool, all graduates also take the standard Educational Testing Service (ETS) exam for MBAs testing the knowledge in the functional areas of Business in the capstone course during a regularly scheduled class period. This exam is listed as a requirement for completion of the course, however the performance on the exam is not linked to course grade. 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 was given for the first time in Spring 2005, and then again in Spring 2006. We are only starting to use this measure. The School's Assessment Committee will look at the results in 2006-07, attempt to link the test results with goals and outcomes of the program more closely, and establish benchmarks to use in the evaluation of the ETS test.

III. DESCRIPTION OF ASSESSMENT RESULTS

A summary of the 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, Acceptable, or Needs Improvement. The assessment data were collected only in Spring 2006. Overall, the performance of students in most outcomes is Satisfactory. Six outcomes were seen as Excellent in Spring 2006.

Appendix C presents the ETS test results for Spring 2005 and Spring 2006. There is a marked improvement in the student performance on the test from 2005 to 2006. In Spring 2006, IU Kokomo student scores are ranked at the 65th percentile in the national sample that includes 1,030 students taking the test at 45 institutions. Furthermore, IU Kokomo students performed above the national mean in every test category in Spring 2006.

It should be noted that in the past the students were not properly motivated to take the test. It is a difficult three-hour long exam, but there was no incentive provided to the students to expend sufficient effort on the test. The results were not linked to course grades or used as a requirement for graduation. One reason is the lag in getting the results from ETS. The School's Assessment Committee will work in 2006-07 to establish proper incentives for the students taking the test. This will make the ETS test results a better measure of student learning.

IV. USING ASSESSMENT FOR PROGRAM IMPROVEMENT

Program Improvement

An important feature of our assessment effort is the attempt to close the loop and improve the program in response to the assessment results. If the benchmark is not reached for a particular outcome, the faculty teaching the course considers changes to the course, and submits 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 collection of the course-embedded assessment data was started in Spring 2006. Because many MBA courses are only offered in one of the semesters, a number of outcomes were not assessed in 2005-2006. These outcomes will be assessed in 2006-2007. The process for incorporating improvement is in place, but we have not yet received data that indicates an area of concern.

As we were only beginning the data collection in Spring 2006, we looked for other sources for guidance in improving the program. One task that was identified by the faculty was to benchmark the coverage of law and economics topics in the MBA program. The MBA Director did a benchmarking study of similar and competing MBA programs, and identified coverage of law and economics in these programs as well as the prerequisites used. The MBA faculty will work in 2006-2007 to adjust the coverage of law and economics topics based on this benchmarking study available from the MBA director.

Continuous Improvement of Assessment Process

The School's Assessment Committee will also work to adjust the Assessment Plan based on the results collected. In 2006-2007 all of the learning outcomes will be assessed by the School in an effort to establish whether the satisfactory level of performance is achieved and sustained.

An important focus of planned changes to the Assessment Plan involves the use of the ETS exam as supplementary assessment tool. The Assessment Committee decided that the ETS test in its current form did not provide the School with data sufficiently linked to assessment outcomes. The ETS test was given to the MBA graduates for the first time in Spring 2005. It is a new part of our assessment. The School will work in 2006-07 to establish whether the test results can be linked to specific outcomes, which would provide more useful assessment data. Furthermore, the faculty noted that MBA students were not motivated to take the ETS test. This is a lengthy three-hour exam that is very comprehensive. In the past year, there was no incentive for the students to perform well on the test, as it was not linked to their grade. Passing the test was not a requirement for graduation. The results are not even available from the ETS until after the students graduate. In 2006-07, the Assessment Committee will work to establish incentives for students to take the test seriously and improve student effort. Until this job is done, the use of the ETS test is suspended.

V. DISSEMINATION OF RESULTS

The assessment results are being disseminated to faculty, staff, and students in a variety of ways. The Assessment Committee collects and reviews all assessment results. A summary of assessment activities is presented to the School's faculty and staff at every School of Business meeting generally once a month. Assessment results for each semester are discussed after the Committee collects all data, typically at the start of the following semester. The highlights of assessment activities appeared in the past issues of the School of Business newsletter *NEXUS* that is distributed to all students. 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.

APPENDIX A. SUMMARY OF ASSESSMENT RESULTS

Objectives/Outcomes	No.	Course	Assessed in 2006	Excellent	Acceptable	Needs Improvement	Benchmark (Excellent / Acceptable)
CRITICAL/ANALYTICAL REASONING							
Identification and formulation of problem	1.1	F542	Y				90% / 70%
Develop problem solution techniques	1.2	F542	Y				90% / 70%
Interpret solution results	1.3	F542	Y				90% / 70%
Identification and formulation of problem	1.1	M570	Y				90% / 70%
Develop problem solution techniques	1.2	M570	Y				90% / 70%
Interpret solution results	1.3	M570	Y				90% / 70%
COMM AND ORG MGMT SKILLS							
Write clearly and effectively	2.1	J542/Z542	N				90% / 70%
Present clearly and persuasively	2.2	J542/Z542	N				90% / 70%
Be able to work in and lead teams	2.3	J542/Z542	N				90% / 70%
ANALYZE TRENDS IN BUS ENVIRONMENT							
Business opportunities due to economic and political change	3.1	J560	Y				90% / 70%
Business opportunities due to culture and demographics	3.2	J560	Y				90% / 70%
ETHICAL, LEGAL, SOCIAL RESPONSIBILITY							
Concept of ethics	4.1	J542	N				90% / 70%
legal and regulatory environment	4.2	J542	N				90% / 70%
social responsibility of business	4.3	J542	N				90% / 70%
DYNAMICS OF DOMESTIC AND GLOBAL ORGANIZATIONAL ENVIRONMENT							
Synergies resulting from partnerships	5.1	J560	Y				90% / 70%
Gains to trade, barriers to trade, exchange rates	5.2	E520	N				80% / 60%
Globalization and competitive advantage	5.3	J560	Y				90% / 70%
ORGANIZATIONAL AND FUNCTION-RELATED STRATEGIES							
Financial statements in decision making	6.1	D542	Y				80% / 60%
Cost behavior	6.2	D542	Y				80% / 60%
Supply and demand	6.3	E520	N				80% / 60%
Inflation, unemployment and GDP	6.4	E520	N				80% / 60%
Quality, technology, and competitive advantage	6.5	M570	Y				90% / 70%
Selected OM concepts and techniques	6.6	M570	Y				90% / 70%
Valuation models	6.7	F542	Y				90% / 70%
Capital budgeting theory and its application	6.8	F542	Y				90% / 70%
Segment product-markets / marketing mix	6.9	M560	N				90% / 70%
Marketing management / strategic market planning	6.10	M560	N				90% / 70%
High performance Human Resources practices	6.11	Z542	N				80% / 60%
Current trends in organizational behavior	6.12	Z542	N				80% / 60%
INTEGRATIVE / INTERDISCIPLINARY							
Internal analysis of an organization	7.1	J560	Y				90% / 70%
Think in a more integrative manner.	7.2	J560	Y				90% / 70%
how functional areas interact	7.3	J560	Y				90% / 70%
Economic thinking and accounting data in decisions	7.4	D542	N				90% / 70%

APPENDIX B. CURRICULUM MAP

Objectives/Outcomes		D542	E520	F542	J542	J560	M560	M570	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
Be able to work in and lead teams	2.3				X				X
ANALYZE TRENDS IN BUS ENVIRONMENT									
business opportunities due to economic and political changes	3.1					X			
business opportunities due to 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, exchange rates	5.2		X						
Globalization and competitive advantage	5.3					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, and competitive advantage	6.5							X	
Selected OM concepts and techniques	6.6							X	
Valuation models	6.7			X					
Capital budgeting theory and its application	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
Current trends in organizational behavior	6.12								X
INTEGRATIVE / INTERDISCIPLINARY									
Internal analysis of an organization	7.1					X			
Think in a more integrative manner.	7.2					X			
how functional areas interact	7.3					X			
Economic thinking and accounting data in decisions	7.4	X							

APPENDIX C. SUMMARY OF STANDARDIZED TEST RESULTS

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. 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 1,030 students from 45 institutions. It was noted by faculty that the MBA students were not sufficiently motivated to take the lengthy ETS test. This should be taken into account when interpreting the results. The School's Assessment Committee will work in Fall 2006 to establish proper incentives.

	Spring 2005	Spring 2006
Percentile scores		
Number	15	15
Overall IUK Percentile	50	65
Marketing	25	70
Management	10	85
Finance	40	70
Managerial Accounting	70	60
Strategic Integration	55	50