

Organizational Area	Summary Results	Include data collected in 2019-2020 - Action Plan Summary Results																																																																																		
Indiana University System AMS » Indiana University: Kokomo » Academic Affairs » School of Business Business	<p>Overall Statistics</p> <ul style="list-style-type: none"> • 100% (6/6) outcomes were included • 100% (6/6) of outcomes included have at least one measure specified • 100% (6/6) of outcomes included have measures with findings specified <table border="1"> <thead> <tr> <th colspan="2" data-bbox="541 483 1045 555">14 Total Measures (Includes measures that do not have findings)</th> <th colspan="2" data-bbox="1045 483 1541 555">14 Total Measures with Findings</th> </tr> <tr> <th colspan="2" data-bbox="541 555 793 878">Measure Type/Method</th> <th colspan="2" data-bbox="793 555 1045 878">Measure Level</th> <th colspan="2" data-bbox="1045 555 1541 878">Acceptable Target Achievement</th> </tr> </thead> <tbody> <tr> <td>Student</td> <td>6 (43%)</td> <td>Course</td> <td>4 (29%)</td> <td>Not Met</td> <td>0 (0%)</td> </tr> <tr> <td>Artifact</td> <td></td> <td>Program</td> <td>10 (71%)</td> <td>Met</td> <td>7 (50%)</td> </tr> <tr> <td>Exam</td> <td>3 (21%)</td> <td>Institution</td> <td>0 (0%)</td> <td>Exceeded</td> <td>7 (50%)</td> </tr> <tr> <td>Portfolio</td> <td>0 (0%)</td> <td>Other</td> <td>0 (0%)</td> <td>Unspecified</td> <td>0 (0%)</td> </tr> <tr> <td>Other</td> <td>0 (0%)</td> <td>Unspecified</td> <td>0 (0%)</td> <td></td> <td></td> </tr> <tr> <td>Total Direct</td> <td>9 (64%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Survey</td> <td>5 (36%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Focus Group</td> <td>0 (0%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Interview</td> <td>0 (0%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td>0 (0%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Indirect</td> <td>5 (36%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Unspecified</td> <td>0 (0%)</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	14 Total Measures (Includes measures that do not have findings)		14 Total Measures with Findings		Measure Type/Method		Measure Level		Acceptable Target Achievement		Student	6 (43%)	Course	4 (29%)	Not Met	0 (0%)	Artifact		Program	10 (71%)	Met	7 (50%)	Exam	3 (21%)	Institution	0 (0%)	Exceeded	7 (50%)	Portfolio	0 (0%)	Other	0 (0%)	Unspecified	0 (0%)	Other	0 (0%)	Unspecified	0 (0%)			Total Direct	9 (64%)					Survey	5 (36%)					Focus Group	0 (0%)					Interview	0 (0%)					Other	0 (0%)					Total Indirect	5 (36%)					Unspecified	0 (0%)					<p>0 Total Actions with Status Report</p> <p><i>No Status Reports have been specified</i></p>
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Report : Assessment Cycle Details for : Business

Report Generated by Taskstream

Workspace : Academic Program Assessment and Planning Workspace

Assessment Plan: 2020-2021 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template : IU Kokomo Academic Assessment Template

Report Generated : Tuesday, July 20, 2021

Measures and Findings

Business Learning Outcomes

Outcome

1 Communicate effectively

Mapped to:

No Mapping

Measure

Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:

70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Course-embedded assessment

Summary of Findings:

In this assessment cycle, the communication skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was

divided into four components focusing, respectively, on whether the students can (i) Write effectively, (ii) Deliver effective presentations, (iii) Identify and present their skills in various media, (iv) Collaborate effectively in teams.

The data were collected in required courses including ECON-E202, BUS-J401, BUS-J404, BUS-X107, and BUS-K201.

The average scores for these outcomes collected in four required courses ranged between 80 and 90% for a mix of acceptable and excellent scores.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Measure

Internship assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The School continues 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, as well as student achievement of learning outcomes.

Acceptable Target:

5 out of 7 on the survey

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Internship assessment

Summary of Findings:

Communication skills were assessed via an internship survey. Each internship supervisor was 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 had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for communication skills was 6.5 in 2019-2020.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:**Substantiating Evidence:**

2 Use information and technology effectively

Mapped to:

No Mapping

Measure

Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT**Details/Description:**

For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:

70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):**Key/Responsible Personnel:****Supporting Attachments:**

Findings

for Course-embedded assessment

Summary of Findings:

In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) determine the nature and extent of information needed, (ii) evaluate information and its sources critically, (iii) use technology to process information.

The data were collected in required courses including ECON-E202, BUS-X107, and BUS-S302.

The average scores for these outcomes collected in four required courses ranged between 83 and 90% reflecting a mix of acceptable and excellent scores.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Measure

Internship assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The School continues 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, as well as student achievement of learning outcomes.

Acceptable Target:

5 out of 7 on the survey

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Internship assessment

Summary of Findings:

Technology skills were assessed via an internship survey. Each internship supervisor was 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 had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for information-related skills was 6.5 in 2019-2020. The average score for technology-related skills was 7.0 out of 7.0 in 2019-2020.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

Substantiating Evidence:

3 Demonstrate quantitative skills

Mapped to:

No Mapping

Measure

Course-embedded Assessment

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

For each outcome, a course-embedded system of assessment is used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty receive assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data are collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviews the assessment results. The results are also discussed with all faculty in regular faculty meetings.

Acceptable Target:

The target level of performance is 70 percent for Acceptable and 85 percent for Excellent.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Course-embedded Assessment

Summary of Findings:

In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) Develop and solve quantitative models, (ii) Use solutions for business decisions, (iii) Apply fundamental statistical concepts.

The data were collected in required courses including BUS-A201, BUS-F301, BUS-K302, and BUS-P301.

The average scores for these outcomes collected in four required courses ranged between 63 and 90% with one low-performing section and eight sections at or above 75%.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in Include data collected in 2019-2020 - Action Plan

Business analytics curriculum

*No Status Added to Business analytics
curriculum*

Action details:

The Curriculum Management and Assurance of Learning committee recommended and the School passed a new curriculum with new courses in Business Analytics. This will help maintain a high and consistent achievement in quantitative and information-related skills.

Implementation Plan (timeline):

Key/Responsible

Personnel:

Measures:

Supporting Attachments:

Measure

Internship Survey Assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The School continues 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, as well as student achievement of learning outcomes.

Acceptable Target:

Average score of 5 out of 7 on the survey of internship supervisors

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Internship Survey Assessment

Summary of Findings:

Quantitative skills were further assessed via an internship survey. Each internship supervisor was 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 had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for quantitative skills was 6.5 in 2019-2020.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

Substantiating Evidence:

Measure

Standardized testing with the ETS Major Field Test

PROGRAM LEVEL; DIRECT - EXAM

Details/Description:

Undergraduate program graduates were required to take the standardized ETS Major Field Test in Business. This test was a required part of the capstone course. 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. The ETS test includes a separate scores for Quatitative Analysis.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Standardized testing with the ETS Major Field Test

Summary of Findings:

A total of 28 graduating students participated in ETS Major Field test for Business in Spring 2020. The overall performance of IU Kokomo students on the ETS test was at the 82nd percentile compared to the international sample of 103,363 students at 515

institutions nationwide. The percentile ranks show how many of all ETS test takers have scores below the IU Kokomo scores. Student performance in Quantitative Analysis was at the 94th percentile.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

Substantiating Evidence:

4 Demonstrate effective critical thinking skills

Mapped to:

No Mapping

Measure

Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

For each outcome, a course-embedded system of assessment is used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty receive assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data are collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviews the assessment results. The results are also discussed with all faculty in regular faculty meetings.

Acceptable Target:

The target for average performance on course-embedded assessment is 70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Course-embedded assessment

Summary of Findings:

In this assessment cycle, the critical thinking skills of students were assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into three components focusing, respectively, on whether the students can (i) recognize issues that have alternative interpretations, (ii) assess the quality of supporting evidence, (iii) assess the implications from proposed conclusions.

Data were collected in required courses including ECON-E201, ECON-E202, BUS-

A202, and BUS-J401.

The average scores for these outcomes collected in four required courses ranged between 81 and 91% reflecting a mix of acceptable and excellent scores.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Measure

Internship assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The School continues 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, as well as student achievement of learning outcomes.

Acceptable Target:

5 out of 7 on the survey

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Internship assessment

Summary of Findings:

Critical thinking skills were assessed via an internship survey. Each internship supervisor was 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 had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for critical thinking skills was 6.50 in 2019-2020.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

5 Recognize ethical, cultural and social issues in business

Mapped to:

No Mapping

Substantiating Evidence:

Measure

Course-embedded Assessment

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

For each outcome, a course-embedded system of assessment is used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty receive assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data are collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviews the assessment results. The results are also discussed with all faculty in regular faculty meetings.

Acceptable Target:

The benchmark for acceptable performance is average student scores at 70 percent, the benchmark for excellent performance is at 85 percent.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Course-embedded Assessment

Summary of Findings:

In this assessment cycle, the knowledge in ethical, cultural, and social issues was assessed with course embedded tools including exams and assignments in required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into four components focusing, respectively, on whether the students can (i) identify ethical dilemmas, (ii) identify potential resolutions to ethical dilemmas and assess the impact on stakeholders, (iii) recognize cultural differences and the value of inclusiveness, and (iv) evaluate social responsibility of business.

Data were collected in required courses including BUS-J401, BUS-L201, BUS-D301, and BUS-M301.

The average scores for these outcomes collected in four required courses ranged between 80 and 90% reflecting a mix of acceptable and excellent scores.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Measure

Standardized testing with the ETS Major Field Test

PROGRAM LEVEL; DIRECT - EXAM

Details/Description:

Undergraduate program graduates were required to take the standardized ETS Major Field Test in Business. This test was a required part of the capstone course. 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. The ETS test includes separate scores for Legal and Social Environment and for International Issues.

Acceptable Target:

We expect student achievement to be above the national averages, so the benchmark is set at the 50th percentile scores in individual areas.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Standardized testing with the ETS Major Field Test

Summary of Findings:

A total of 28 graduating students participated in ETS Major Field test for Business in Spring 2020. The overall performance of IU Kokomo students on the ETS test was at the 82nd percentile compared to the international sample of 103,363 students at 515 institutions nationwide. The percentile ranks show how many of all ETS test takers have scores below the IU Kokomo scores. Student performance in International Issues was at the 71st percentile. Student performance in Legal and Social Issues was at the 55th percentile.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

6 Demonstrate knowledge and skills in the functional areas of business

Mapped to:

No Mapping

Measure

Course-embedded assessment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

For each outcome, a course-embedded system of assessment was used to collect data on student performance. The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed an assessment plan and identified the courses in which data are collected. The faculty received assessment forms to evaluate the learning outcomes in each of the core curriculum courses. For each outcome assessed, the data were collected for all students in a course section. Over the course of the assessment cycle that may take multiple years, 100-percent of the School's resident faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results. The results were also discussed with all faculty in regular faculty meetings.

Acceptable Target:

70 percent for acceptable and 85 percent for excellent

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Course-embedded assessment

Summary of Findings:

In this assessment cycle, the knowledge and skills of students in the areas of business were assessed with course embedded tools including exams and assignments in all required Business courses. The School of Business CMAL committee identified the courses for data collection and the faculty teaching the courses collected the data. This outcome was divided into sixteen components, with eight of these measuring students' understanding of concepts in the business areas of Accounting, Economics, Business Law, Finance, International Business, Management, Marketing, and Operations/MIS. The other eight components measured the students' ability to apply concepts in the business areas of Accounting, Economics, Business Law, Finance, International Business, Management, Marketing, and Operations/MIS.

The average score for understanding concepts in Accounting assessed in BUS-A201 and BUS-A202 was between 84-90%. The average score for applying concepts in Accounting assessed in BUS-A201 was between 80 and 90%.

The average score for understanding concepts in Economics was between 82 and 88% with four sections of ECON-E201 and E202 participating in assessment. The average score for applying concepts in Economics was between 74 and 90% with four sections of ECON-E201 and E202 participating in assessment.

The average score for understanding concepts in Business Law assessed in BUS-L201 was at 90%. The average score for applying concepts in Business Law was also at 80%.

The average score for understanding concepts in Finance was between at 91% with two sections of BUS-F301 participating in assessment. The average score for applying concepts in Finance was also between 81-82%.

The average score for understanding concepts in International Business assessed in BUS-D301 was at 87% . The average score for applying concepts in International Business was at 86%.

The average score for understanding concepts in Management was between 79 and 90% with two sections of BUS-Z302 participating in assessment. The average score for applying concepts in Management was between 85 and 90%.

The average score for understanding concepts in Marketing assessed in BUS-M301 was between 86 and 95%. The average score for applying concepts in Marketing was between 87 and 95%.

The average score for understanding concepts in Operations and MIS was between 77 and 95% with four sections of BUS-P301 and BUS-S302 participating in assessment. The average score for applying concepts in Operations and MIS was between 75 and 85%.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Measure

Internship assessment

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The School continues 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, as well as student achievement of learning outcomes.

Acceptable Target:

5 out of 7 on the survey

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Internship assessment

Summary of Findings:

Knowledge and skills in the areas of business were assessed via an internship survey. Each internship supervisor was 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 had a face-to-face meeting and discussion about student performance with the supervisor at their site. The average score for all students taking management internships (W480) for Applying key business concepts was at 6.5 in 2019-2020.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:**Substantiating Evidence:**

Measure

Standardized testing with the ETS Major Field Test

PROGRAM LEVEL; DIRECT - EXAM**Details/Description:**

Undergraduate program graduates 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 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.

Acceptable Target:

Student scores at or above the 50th percentile nationwide

Implementation Plan (timeline):**Key/Responsible Personnel:****Supporting Attachments:**

Findings

for Standardized testing with the ETS Major Field Test

Summary of Findings:

A total of 28 graduating students participated in ETS Major Field test for Business in Spring 2020. The overall performance of IU Kokomo students on the ETS test was at the 82nd percentile compared to the international sample of 103,363 students at 515 institutions nationwide. The percentile ranks show how many of all ETS test takers have scores below the IU Kokomo scores. Student performance in Accounting was at the 95th percentile. Student performance in Economics was at the 72nd percentile. Student performance in Management was at the 69th percentile. Student

performance in Quantitative Analysis was at the 94th percentile. Student performance in Finance was at the 45th percentile. Student performance in Marketing was at the 65th percentile. Student performance in Information Systems was at the 94th percentile. Student performance in International Issues was at the 71st percentile.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

The overall performance of the IU Kokomo cohort was very strong, exceeding the performance benchmark. The areas of Accounting, Information Systems, and Quantitative Analysis scored the strongest at over the 90th percentile. The weakest performance was observed in the areas of Legal and Finance.

Substantiating Evidence: