Department/Program: School of Business & Economics	Chair/Director: Anna Rominger	Assessment cycle/year: 2012-13
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Mission/Purpose

The Indiana University Northwest School of Business & Economics, a regional business school in the Indiana University system:

• provides premier undergraduate business education to the citizens of northwest Indiana through AACSB International accredited programs;
• offers balanced curricula based upon our distinctive competencies in leadership, teamwork and technology;
• offers a work-friendly MBA program which focuses on executive leadership and teamwork;
• serves both traditional and non-traditional commuter students in a richly diverse urban environment.

We value high quality teaching and recognize that business and economics research, whether applied, basic, or teaching-related, is essential to that end.
We are committed to promoting lifelong learning by offering business degrees and management development programs. We are dedicated to sustaining the vitality and supporting the economic development of our region through encouraging our faculty and students to engage in the community.

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)
Undergraduate Goal 1. Students can demonstrate effective teamwork skills
Undergraduate Goal 2. Students can assume effective team leadership roles
Undergraduate Goal 3. Students can use business management software in the analysis of business decision situations
Undergraduate Goal 4. Students can demonstrate effective interpersonal, written and oral communication skills
Undergraduate Goal 5: Students can demonstrate knowledge of the functional business disciplines
Undergraduate Goal 6: Students can demonstrate knowledge and understanding of ethical issues and effectively apply ethical concepts to business decision making
Undergraduate Goal 7: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions
Undergraduate Goal 8: Students can demonstrate the ability to think critically and analytically when making effective business decisions
MBA Goal 1a: Students can demonstrate and identify effective teamwork skills and recommend steps for improving teamwork skills
MBA Goal 1b: Students can demonstrate and identify effective leadership skills and recommend steps for improving leadership skills
MBA Goal 2a: Students can effectively and comprehensively apply MIS tools and knowledge in the analysis of business decision situations
MBA Goal 3a: Students can demonstrate knowledge of the functional business disciplines.
MBA Goal 3b: Students can demonstrate the ability to think critically and analytically when making effective business decisions
MBA Goal 4a: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions
MBA Goal 4b: Students display corporate social responsibility

Which Student learning outcomes (Goals) did you assess this year?

All undergraduate and MBA learning goals were assessed.

Assessment Summary			
Outcomes/Objectives	**Measure(s)**	**Findings**	**Action Plans**
Ex. Students will demonstrate proficiency in oral communication.	*Rubric applied to capstone project presentations.*	*60% of students scored a 3 or higher.*	*Provide tutorials and practice sessions for oral presentations once a month through the tutoring center.*
Undergraduate Goal 1. Students can demonstrate effective teamwork skills	Teamwork Evaluation in Z442 and Assessment Center	93% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
Undergraduate Goal 2. Students can assume effective team leadership roles	Leadership Evaluation in Z442 and Assessment Center	81% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
Undergraduate Goal 3. Students can use business management software in the analysis of business decision situations	ETS iSkills exam and MIS case in K321	96% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
Undergraduate Goal 4. Students can demonstrate effective interpersonal, written and oral communication skills	Essay exam in W402, Presentation in W402 and J403, and Assessment Center	75% of students were in the competent or accomplished categories for written communication; 91% for interpersonal; and 95% for oral communication	None at this time. We will continue to monitor.
Undergraduate Goal 5: Students can demonstrate knowledge of the functional business disciplines	ETS exam in J403	Over half of our students were in the competent or accomplished categories for all nine functional areas; 57% Accounting; 61% Finance; 73% IS; 55% Management; 68% Marketing; 73% Economics; 54% Legal; 79% Quantitative; 61% International	We have reviewed ETS content and compared it to course content, have implemented an "Assessment Statement" in our syllabi to remind students throughout their studies that they will have a comprehensive exam right before they graduate, and faculty are stressing the importance of retention of knowledge throughout the curriculum.
Undergraduate Goal 6: Students can demonstrate knowledge and understanding of ethical issues and effectively apply ethical concepts to business decision making	ETS exam in J403, P306, L201 and Assessment Center	80% of students were in the competent or accomplished categories	We have implemented a more effective assessment process and assess ethics in three courses now, in addition to the Assessment Center. We continue to evaluate course content.

Undergraduate Goal 7: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions	Exam and essay in X255 and Assessment Center	67% of students were in the novice category	We continue to work on this issue. We have added two courses to specifically address diversity and international issues. We are monitoring for improvement and are also working on improving our assessment process for this outcome.
Undergraduate Goal 8: Students can demonstrate the ability to think critically and analytically when making effective business decisions	Essay exam in W402 and Assessment Center	69% of students were in the competent and accomplished categories	Four faculty members attended a critical thinking workshop in the spring and discussions are under way regarding implementing a specific critical thinking model across our curriculum.
MBA Goal 1a: Students can demonstrate and identify effective teamwork skills and recommend steps for improving teamwork skills	Teamwork evaluation in C512 and Assessment Center	96% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
MBA Goal 1b: Students can demonstrate and identify effective leadership skills and recommend steps for improving leadership skills	Leadership evaluation in C512 and Z506 and Assessment Center	88% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
MBA Goal 2a: Students can effectively and comprehensively apply MIS tools and knowledge in the analysis of business decision situations	ETS iSkills and MIS case in A516	100% of students were in the competent or accomplished categories	None at this time. We will continue to monitor.
MBA Goal 3a: Students can demonstrate knowledge of the functional business disciplines.	ETS exam in D511	Over half of our students were in the competent or accomplished categories for all five functional areas; 73% marketing; 73% management; 70% finance; 76% accounting; 81% strategic integration	None at this time. We will continue to monitor.
MBA Goal 3b: Students can demonstrate the ability to think critically and analytically when making effective business decisions	Assessment Center	71% of students were in the competent or accomplished categories; this data, however, is for students entering the MBA program; the Assessment Center will be conducted with a graduating class in Spring 2014.	Four faculty members attended a critical thinking workshop in the spring and discussions are under way regarding implementing a specific critical thinking model across our curriculum.

MBA Goal 4a: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions	Assessment Center	82% of students were in the novice category; this data, however, is for students entering the MBA program; the Assessment Center will be conducted with a graduating class in Spring 2014.	Although we are not sure how significantly this will improve with our program as is, we are taking proactive steps to increase the diversity-related course content for B514.
MBA Goal 4b: Students display corporate social responsibility	ETS exam in D511	57% of students were in the competent or accomplished categories	We continue to evaluate how to more effectively integrate ethics education across our curriculum.

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

1. We continue to investigate options for how to better integrate critical thinking into our curriculum. One model in particular is of interest to us. The next steps are to determine how to best present it to students and integrate it into our courses.

2. We continue to investigate options for how to better integrate diversity into our curriculum. We will also look at the assessment process itself to determine if we are effectively assessing this dimension.

3. We continue to investigate options for how to better integrate ethics into our curriculum. We will also look at the assessment process itself to determine if we are effectively assessing this dimension.