

**Indiana University Kokomo
School of Business
Undergraduate Program
Assessment Report
Academic Year 2018-19**

I. BRIEF SUMMARY OF ASSESSMENT PLAN

Highlights of the Assessment Plan and Results

The IU Kokomo School of Business puts a priority on assessment and assurance of student learning. The School established its Curriculum Management and Assurance of Learning (CMAL) Committee to ensure formal integration between assessment and curriculum decisions. The School regularly performs a formal curriculum review using assessment data as well as surveys of its stakeholders. Curriculum changes at the School are driven by the assessment results.

In academic year 2018-19, the School expanded its use of course-embedded assessment techniques to gather data on the achievement of learning outcomes in core undergraduate courses. The faculty utilized assessment forms for data collection and used benchmarks to evaluate student performance and establish whether the student learning in an outcome is Excellent, Acceptable, or Needs Improvement.

In order to get external validation of the assessment results, the School continued to use the ETS Major Field Test in Business to measure the knowledge and skills of its graduates. This is an international standardized test. The 2019 comparative benchmarks from ETS are based on the sample of 69,017 students at 496 institutions worldwide. The School also utilized a survey of internship supervisors for all of its students taking management internships. This survey was linked to the learning outcomes and provided an external measure for the students' performance on these outcomes in the workplace.

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

- Mission, Program Goals and Learning Outcomes are regularly reviewed and updated
- Curriculum Management and Assurance of Learning Committee oversees all assessment activities
- 100 percent of the School's faculty participate in assessment of student learning over the assessment cycle
- External testing is performed with the standardized ETS Major Field Test for Business
- External data on achievement of learning outcomes are collected via employer survey for all students participating in management internships
- Assessment results are reviewed by all faculty in regular faculty meetings

Goals and Outcomes Assessed in 2018-19

During this academic year, the School started a new cycle of course-embedded assessment of learning outcomes with the aim of collecting data on all of the outcomes at least twice before the next AACSB maintenance of accreditation visit scheduled for February 2021.

A full description of the assessment plan is available in the assessment plan document of the School. The full list of program goals and learning outcomes is presented below.

Goal 1. Communicate effectively and professionally

- Outcome 1. 1. Students will write effective and professional business documents
- Outcome 1. 2. Students will deliver effective and professional presentations
- Outcome 1. 3. Students will identify and present their unique skills and experience in a variety of media
- Outcome 1. 4. Students will collaborate effectively and professionally with others as both members and leaders of teams

Goal 2. Use information and technology effectively

- Outcome 2. 1. Students will determine the nature and extent of information needed for a business decision
- Outcome 2. 2. Students will evaluate information and its sources critically
- Outcome 2. 3. Students will use technology to organize, analyze, and present data

Goal 3. Demonstrate quantitative skills

- Outcome 3.1. Students will develop and solve quantitative models for a business problem
- Outcome 3.2. Students will use the insights from quantitative models to inform business decision making
- Outcome 3.3. Students will apply fundamental statistical concepts in a business context

Goal 4. Demonstrate effective critical thinking skills

- Outcome 4. 1. Students will recognize issues that have alternative interpretations
- Outcome 4. 2. Students will assess the quality of supporting evidence
- Outcome 4. 3. Students will assess the implications and consequences that result from proposed conclusions

Goal 5. Recognize ethical, cultural and social issues in business

- Outcome 5. 1. Students will identify ethical dilemmas in a business situation
- Outcome 5. 2. Students will identify potential resolutions to ethical dilemmas and assess the impact on stakeholders
- Outcome 5. 3. Students will recognize cultural differences and the value of inclusiveness in business
- Outcome 5. 4. Students will discuss and evaluate social responsibility of business

Goal 6. Demonstrate knowledge and skills in the functional areas of business

- Outcome 6. 1. Students will explain concepts in the functional areas of business including Accounting, Business law, Economics, Finance, Information Systems, International Business, Management, Marketing, and Operations
- Outcome 6. 2. Students will apply concepts in the functional areas of business
- Outcome 6. 3. Students will describe how the actions of various functional areas of business affect other functional areas

II. ASSESSMENT METHODS

Course-embedded Assessment

In 2018-19, the School used a combination of internal course-embedded assessment tools and external assessment with a standardized test and a survey of employers. For each outcome 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 discussion of the School's assessment methods is provided in the School's Assessment Plan document.

The School's Curriculum Management and Assurance of Learning (CMAL) Committee developed the assessment forms to evaluate the learning outcomes in each of the core curriculum courses. Please refer to Appendix B for a sample form used to assess the outcomes in 2018-19. The forms identify the achievement of each learning outcome by classifying student performance into one of three categories – Excellent, Acceptable, or Needs Improvement.

For each outcome assessed, the data were collected for all students in a course section. For instance, the data collected in BUS-F301 course in Spring 2019 (sample form attached in Appendix B) were based on the sample of 22 students enrolled in this section. Over the course of the assessment cycle, 100-percent of the School's faculty participate in the collection and evaluation of assessment data. The Curriculum Management and Assurance of Learning (CMAL) committee reviewed the assessment results in preparation of this report. The results were also discussed with all faculty in regular faculty meetings. The summary of assessment results for each of the outcomes is presented in Appendix B and is discussed in Section III of this report.

National Standardized Test

As an additional assessment instrument, undergraduate program graduates in Spring 2019 were required to participate in 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 BUS-J401 management course.

The CMAL committee and the faculty teaching in the different areas worked to link the assessment indicators provided by the ETS to specific learning outcomes. A grid summary of these links is available in Appendix C. The Curriculum Management and Assurance of Learning Committee and the faculty review the ETS test data as an additional measure of student achievement of the learning outcomes. The data from the ETS exam also provide some external validation to the course-embedded assessment data.

Internship Assessment

In academic year 2018-19, the School continued with 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.

III. DESCRIPTION OF ASSESSMENT RESULTS

The course-level assessment results for 2018-19 are presented in a summary table that appears in appendix B, while the results of the ETS standardized test are summarized in Appendix C.

Course-embedded Assessment

As the School prepares for its maintenance of AACSB accreditation, data was collected on all six program-level learning and a total of thirty-four components of learning outcomes. The data on most of the outcomes was collected in both the Fall 2018 and Spring 2019 semesters. Most of the outcomes were also assessed in multiple sections of different courses.

The assessment results demonstrate that student performance on the general education learning outcomes 1-5 was generally Excellent or Acceptable with five components receiving an Excellent rating and sixteen components receiving an Acceptable rating. Among the components of the three learning outcomes measuring knowledge and skills in the areas of business (Goal 6), eight components received an Excellent rating and thirteen components received Acceptable ratings.

Overall, the results demonstrate that student performance on the various components of the program-level learning outcomes reaches or exceeds the level of the faculty's expectations for all outcomes assessed with course-embedded methods in academic year 2018-19.

National Standardized Test

The results of the standardized ETS Major Field Test taken by the graduates are presented in Appendix C. In particular, the Spring 2019 cohort of test takers included 14 students, making it a bit smaller than in the previous years. The mean performance of this cohort was at the 66th percentile compared to all institutions participating in the ETS testing nationally and internationally. This sample includes 69,017 students at 496 institutions worldwide.

The School's faculty expects our students to be better than the average business graduate internationally. This means that the benchmark overall mean score for School of Business graduates is to exceed the 50th percentile. In academic year 2018-19, the school's graduates exceeded this high expectation and scored well above it at the 66th percentile worldwide.

ETS test results are further linked to the learning outcomes assessed in the various areas of business. For instance, in Spring 2019 the ETS test assessment indicators in the areas of Accounting, Quantitative Analysis, and Finance were all above the 80th percentile, with Finance scoring the highest at the 97th percentile. Quantitative Analysis was an area of concern in previous years, and this indicator demonstrated excellent improvement in Spring 2019. The lowest scores this year were observed in the area of Management and the Legal and Social Environment. The Curriculum Management and Assurance of Learning Committee will continue to monitor this area with course-embedded assessment data to ensure student learning reaches the expectations of the faculty.

Internship Assessment

In 2018-19, the School continued its efforts of assessing its internship program with surveys in the BUS-W480 Management Internship course. The results of the internship survey of internship supervisors indicate that the employers have a positive view of the students' general education and business-specific skills as applied to the workplace, as well as their career readiness. The average score on the survey evaluation questions is higher than points on the 7-point scale. In the view of the faculty, these results meet or exceed expectations. A summary of these results appears in Appendix D.

IV. CONTINUOUS IMPROVEMENT AND ASSESSMENT

Continuous improvement of the undergraduate Business program and the assessment process itself remains a focus of the School's faculty and the Curriculum Management and Assurance of Learning Committee. An important feature of the School's assessment plan is the presence of procedures aimed at "closing the loop" and improving the program in response to the assessment results. If the benchmark level set for the course-embedded data is not reached for a particular outcome, the faculty investigate the reasons for the below-target performance. The faculty then adjust the curriculum in order to ensure the targets are met.

The School's faculty also work to improve the assessment data collection. As described above, the School recently started a formal process of assessing its internship program with surveys in the BUS-W480 Management Internship course. Faculty supervising the internships developed a survey linked to the program learning outcomes. 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. Results of internship assessment are presented in Appendix D.

The School's faculty use assessment results to inform their curricular design efforts. Recently, the School conducted a formal curriculum review. A taskforce was formed and reviewed assurance of learning results, as well as surveys of students, alumni, and other stakeholders. Benchmarking against similar programs was also performed. The taskforce recommendations were put to the Curriculum Management and Assurance of Learning (CMAL) Committee that made a number of changes to the curriculum and the School's policies.

V. DISSEMINATION OF RESULTS

The School's assessment results are being disseminated in a variety of ways. The 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 via the Taskstream software.

The School also maintains an 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 the ETS testing of the School's graduates. The current address of the School's assessment web page is:

<https://www.iuk.edu/school-of-business/resources/program-assessment.html>

APPENDIX A. LEARNING OUTCOMES CURRICULUM MAP

APPENDIX B. COURSE-EMBEDDED ASSESSMENT RESULTS

| IU Kokomo School of Business Assessment Results - Undergraduate Program - AY 2018/19 | | | | | | | |
|--------------------------------------------------------------------------------------|------------------------------------------------------------|----------------|-----------|------------|-------------------|-------------|------------------------------------|
| | Objectives/Outcomes | Course | Excellent | Acceptable | Needs Improvement | Score | Benchmark (Excellent / Acceptable) |
| Goal 1. | Communicate effectively | | | | | | |
| Outcome 1.1. | Write effectively | E202/M301 | | X | | 84%/75%/80% | 85%/70% |
| Outcome 1.2. | Effective presentations | E202 | | X | | 85% | 85%/70% |
| Outcome 1.3. | Identify and present their skills | X107 | | X | | 82% | 85%/70% |
| Outcome 1.4. | Collaboration and technology | K201 | X | | | 91% | 85%/70% |
| Goal 2. | Use information and technology effectively | | | | | | |
| Outcome 2.1. | Nature and extent of information needed | E202 | X | X | | 90%/85% | 85%/70% |
| Outcome 2.2. | Evaluate information and its sources critically | E202 | X | X | | 94%/83% | 85%/70% |
| Outcome 2.3. | Use technology to process information | X107/S302 | X | X | | 78%/90% | 85%/70% |
| Goal 3. | Demonstrate quantitative skills. | | | | | | |
| Outcome 3.1. | Develop and solve models | A201/F301/K302 | X | X | | 94%/77%/74% | 85%/70% |
| Outcome 3.2. | Use solutions for business decisions | A201/F301/K302 | | X | | 83%/77%/72% | 85%/70% |
| Outcome 3.3. | Apply fundamental statistical concepts | P301/K302 | | X | | 78%/75%/77% | 85%/70% |
| Goal 4. | Demonstrate effective critical thinking skills. | | | | | | |
| Outcome 4. 1. | Recognize issues that have alternative interpretations | E201/J401 | | X | | 74%/79% | 85%/70% |
| Outcome 4. 2. | Assess the quality of supporting evidence | E201/E202 | | X | | 72%/84% | 85%/70% |
| Outcome 4. 3. | Assess the implications from proposed conclusions | A202/E201 | | X | | 78%/80% | 85%/70% |
| Goal 5. | Recognize ethical, cultural, and social issues. | | | | | | |
| Outcome 5.1. | Identify ethical dilemmas | S302/L201 | | X | | 85% | 85%/70% |
| Outcome 5.2. | Identify potential resolutions to ethical dilemmas | L201 | | X | | 85% | 85%/70% |
| Outcome 5.3. | Recognize cultural differences and inclusiveness | D301 | | X | | 82% | 85%/70% |
| Outcome 5.4. | Discuss and evaluate social responsibility | M301 | | X | | 77%/80% | 85%/70% |
| Goal 6. | Knowledge in functional areas of business. | | | | | | |
| Outcome 6.1. | Understand concepts in functional areas of business | | | | | | |
| Outcome 6.1.1 | Accounting | A201/A202 | | X | | 77%/78% | 85%/70% |
| Outcome 6.1.2 | Business Law | L201 | X | | | 90% | 85%/70% |
| Outcome 6.1.3 | Economics | E201/E202 | X | X | | 78%/84%/90% | 85%/70% |
| Outcome 6.1.4 | Finance | F301 | X | | | 93%/94% | 85%/70% |
| Outcome 6.1.5 | International Business | D301 | X | X | | 88% | 85%/70% |
| Outcome 6.1.6 | Management | Z302 | X | X | | 90%/85% | 85%/70% |
| Outcome 6.1.7 | Marketing | M301 | | X | | 79%/80% | 85%/70% |
| Outcome 6.1.8 | Operations and MIS | S302/P301 | | X | | 84%/80%/83% | 85%/70% |
| Outcome 6.2 | Apply concepts in functional areas of business | | | | | | |
| Outcome 6.2.1 | Accounting | A201 | | X | | 77%/78% | 85%/70% |
| Outcome 6.2.2 | Business Law | L201 | X | | | 90% | 85%/70% |
| Outcome 6.2.3 | Economics | E201/E202 | X | X | | 75%/78%/90% | 85%/70% |
| Outcome 6.2.4 | Finance | F301 | | X | | 86%/83% | 85%/70% |
| Outcome 6.2.5 | International Business | D301 | | X | | 85% | 85%/70% |
| Outcome 6.2.6 | Management | Z302 | X | | | 90%/97% | 85%/70% |
| Outcome 6.2.7 | Marketing | M301 | | X | | 74%/85% | 85%/70% |
| Outcome 6.2.8 | Operations and MIS | S302/P301 | | X | | 82%/77%/80% | 85%/70% |
| Outcome 6.3. | Integration of Functional Areas | J401 | | X | | 86% | 90%/75% |

IU Kokomo School of Business Assessment Data Form

Course: F301

Semester: Spring 2019

Faculty: Xiaoqiong Wang

Please return this form to Dmitriy Chulkov.

Please include your evaluation of the aggregate student performance measured for the assessment outcomes in the course. If you use a numerical measure in your assessment (for example, the percentage of correct answers on a test) include it under "Score". Also include your evaluation by placing a checkmark in the appropriate area.

| Goal | Score | Evaluation | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|------------|-------------------|
| | | Excellent | Acceptable | Needs Improvement |
| Students will develop and solve quantitative models for a business problem | 90.78 | x | | |
| Students will use the insights from quantitative models to inform business decision making | 86.40 | | x | |
| Understand concepts in Finance | 94.18 | x | | |
| Apply concepts in Finance | 86.40 | | x | |
| Instruments used to collect data (exam, quiz, etc.): Exams, homework assignments, in-class practice problems, and reading assignments | | | | |

Comments: (Explain/summarize data and attach additional material if necessary)

The data is collected based on 22 students that enrolled in this course.

The first goal is assessed based on homework assignments.

The second and last goals are assessed based on exams

The third goal is assessed based on in-class practice problems and reading assignments

APPENDIX C. ETS MAJOR FIELD TEST RESULTS

**INDIANA UNIVERSITY KOKOMO
SCHOOL OF BUSINESS**

Assessment of Student Learning with ETS Major Field Test

This table shows results of IU Kokomo Business students in Educational Testing Service's standardized major field test. The numbers are percentile rank scores for all categories and for each category separately for a given semester.

These percentile ranks for the IU Kokomo mean student score show how many of the ETS test takers nationally have scores below the IU Kokomo score. The 2018 comparative benchmarks from ETS are based on the sample of 69,017 students at 496 institutions worldwide. The ETS test form changes periodically making the comparison across time susceptible to this structural change. The most recent test form changes occurred in 2016.

| | Spring 2009 | Fall 2009 | Spring 2010 | Spring 2011 | Spring 2012 | Spring and Fall 2013 | Spring and Fall 2014 | Spring 2015 | Spring 2016 | Fall 2016 | Fall 2017 | Spring 2019 |
|-------------------------------------|-------------|-----------|-------------|-------------|-------------|----------------------|----------------------|-------------|-------------|-----------|-----------|-------------|
| Percentile scores | | | | | | | | | | | | |
| Number of students tested | 32 | 24 | 20 | 16 | 21 | 22 | 46 | 26 | 23 | 30 | 20 | 14 |
| Overall IU Kokomo Percentile | 80 | 75 | 75 | 85 | 65 | 82 | 80 | 31 | 59 | 59 | 43 | 66 |
| Accounting | 65 | 55 | 90 | 75 | 45 | 67 | 78 | 10 | 70 | 75 | 65 | 82 |
| Economics | 85 | 80 | 95 | 80 | 50 | 93 | 72 | 46 | 59 | 59 | 53 | 63 |
| Management | 90 | 95 | 85 | 85 | 78 | 72 | 69 | 35 | 51 | 65 | 44 | 32 |
| Quantitative Analysis | 55 | 70 | 95 | 30 | 90 | 83 | 47 | 28 | 22 | 93 | 83 | 93 |
| Finance | 80 | 75 | 95 | 45 | 78 | 79 | 84 | 79 | 82 | 82 | 71 | 97 |
| Marketing | 80 | 80 | 85 | 95 | 48 | 59 | 65 | 20 | 53 | 36 | 29 | 42 |
| Legal and Social Environment | 85 | 50 | 95 | 95 | 66 | 97 | 76 | 52 | 43 | 1 | 11 | 28 |
| Information Systems | 90 | 65 | 60 | 55 | 93 | 94 | 93 | 40 | 45 | 56 | 8 | 77 |
| International Issues | 75 | 90 | 95 | 85 | 70 | 94 | 82 | 41 | 76 | 49 | 56 | 60 |

APPENDIX D. MANAGEMENT INTERNSHIP ASSESSMENT RESULTS

IU Kokomo School of Business

Management Internship Assessment Data

W480- Management Internship

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 hours). Generally, the instructor in charge 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.

Overall evaluation for 2018-2019: Excellent

Submitted by Professor A. Smith

The response options range from 1-7, with **7 = Excellent**, 5 = Good, 3 = Poor, 1 = Very poor.

| Course | Communicate effectively | Use information effectively | Use technology effectively | Quantitative skills | Critical thinking skills | Understand key business concepts | Integrate key business concepts | Apply key business concepts | Prepared for the job market | OVERALL |
|-------------|-------------------------|-----------------------------|----------------------------|---------------------|--------------------------|----------------------------------|---------------------------------|-----------------------------|-----------------------------|---------|
| Fall 2018 | 6.66 | 6.66 | 6.66 | 6 | 6.33 | 6.66 | 6.66 | 6.33 | 6.33 | 6.66 |
| Spring 2019 | 6.5 | 6.5 | 6.33 | 6.5 | 6.16 | 6.66 | 6.5 | 6.16 | 6.5 | 6.5 |